

# **SOURCE SELECTION**

## **INSTRUCTOR GUIDE**



**FEDERAL ACQUISITION INSTITUTE  
OFFICE OF ACQUISITION POLICY**

**FAC 90-20**



<b>TOPIC:</b> INSTRUCTOR PREPARATION		
<b>TIME:</b> Prior To Class		
	<p><b>COURSE LENGTH</b></p> <p>Five days.</p> <p><b>TARGET AUDIENCE</b></p> <p>Federal Contract Specialists (GS-1102, grades 9 - 13)</p> <p><b>PREREQUISITES</b></p> <p>Completion of the following courses (or equivalents):</p> <ul style="list-style-type: none"><li>• Introduction to Contracting</li><li>• Procurement Planning</li><li>• Sealed Bidding</li><li>• Contracting by Negotiation</li><li>• Price Analysis</li><li>• Cost Analysis</li><li>• Government Contract Administration</li></ul> <p><b>STUDENT MATERIALS</b></p> <p>A Text/Reference and a separate volume of Classroom Materials.</p> <p><b>METHODS OF INSTRUCTION</b></p> <p>The principal method of instruction is a series of exercises which provide the students with an opportunity to develop skill in source selection. It is important that students be provided sufficient time to complete all exercises.</p> <p>The knowledge necessary to perform these exercises comes from readings, lecture, and interactive discussion.</p> <p><b>FORMAT OF THE INSTRUCTOR GUIDE</b></p> <p>See next page.</p>	






**TOPIC: BONDS****Ref:** Pages 7-12 to 7-14**Objective:** When you finish Section 7.1.1.5, your students must be able to:

- Define “bond” and describe types of bonds.
- Identify situations in which a bond might be necessary.

**Time:** 9:40 — 10 Minutes**Method:** Lecture/Discussion.**LESSON PLAN**

Ref.	Steps In Presenting The Topic	Instructor Notes
T/R 7-10	<p>a. Define “bond” and lead students through the sample bond (T/R 7-10).</p> <p>“A bond is a written instrument executed by an offeror or contractor (the “principal”) and a second party (the “surety”) to assure fulfillment of the principal’s obligations to the Government). If the principal fails to meet a covered obligation, the surety has to cover the Government’s loss to the extent stipulated in the bond.”</p> <p>Bonds protect the Government against such risks as:</p> <ol style="list-style-type: none"> <li>1. Withdrawal of a bid by the apparent winning bidder</li> <li>2. Failure to complete the work of the contract.</li> <li>3. Failure by the contractor to pay subcontractors.</li> </ol> <p>b. Describe conditions under which COs require offerors to submit bonds. ⑨</p> <p>Bonds are required for construction contracts in the U.S. over \$25,000. For other contracts, bonds are used only when deemed necessary by the CO.</p>	
?	<p>c. <b>Question</b> : Should Jones require offerors to submit bonds for the Smoketown upgrades? [Solicit answers from the class before providing your own]</p> <p><b>Answer: No.</b> The question is whether the risk of default is high enough to make bonds a worthwhile investment. Jones has decided against any bonding requirement because firms in this market have generally had a good track record for honoring their obligations.</p>	

<b>TOPIC:</b> INSTRUCTOR PREPARATION (CONTINUED)		
	<p>Each lesson begins with a topic.</p> <p>The Ref (i.e., reference) is to the corresponding chapter or pages from the text/reference.</p> <p>The section identified as Objective identifies learning objective(s) related to the topic.</p> <p>The section marked Time identifies the starting time for each Lesson (e.g., 9:40 AM) and the amount of time budgeted for the Lesson (e.g., 10 minutes). The figure for time budgeted <u>excludes</u> time for any breaks scheduled during the lesson.</p> <p>The section marked Method is the method for instructing this lesson.</p> <p>The first column provides occasional references to pages from the text/reference and from Classroom Materials (for the benefit of the students). Pages from the Classroom Materials always have the prefix PE-. Note that the Classroom Materials have been incorporated in this Instructor Guide--as the instructor, you will therefore only have to work with the Instructor Guide and the Text/Reference. This column also contains icons (see the following page for a catalog of icons and the definition of each).</p> <p>The second column presents the teaching points, information to support the teaching points, and transitions.</p> <p>The third column for the most part is blank. Please feel free to add your own personal notes to your copy of the Instructor Guide.</p> <p>The example provided illustrates a teaching point. You are responsible for covering all such points.</p> <p>The additional information is provided to support the teaching point. We have tried to provide all the information necessary for each teaching point, so that you will not have to do additional research to teach this course. However, you should try to convey this information in your own words. More importantly, we strongly encourage you to weave in your own examples and draw on your own experience in presenting the teaching point.</p>	

<b>TOPIC:</b> INSTRUCTOR PREPARATION (CONTINUED)	
    	<p><b>ICONS</b></p> <p>Viewgraph</p> <p>Instructor note of special significance</p> <p>Use chalkboard/flipchart</p> <p>Case Study</p> <p>Question/Answer Sessions</p> <p><b>PREPARING TO TEACH</b></p> <ul style="list-style-type: none"> <li>• To teach this course for the first time, you should plan 40 to 80 hours of preparation. You will not need this time to research and build your own detailed lecture notes, case studies, or the like. This Instructor Guide is complete with all the instructional materials necessary to deliver the course. Rather, you will need the time to become thoroughly familiar with the Text/Reference and this Instructor Guide.</li> <li>• Feel free to annotate and otherwise mark up the Instructor Guide.</li> <li>• Build your own examples for teaching points.</li> <li>• Draw on any supplementary materials available to you. For example, bring a copy of an RFP for the class to peruse.</li> </ul>

<b>TOPIC:</b> INSTRUCTOR PREPARATION (CONTINUED)		
	<p><b>PREPARING TO TEACH (CONT.)</b></p> <ul style="list-style-type: none"> <li>• Review the attendance roster prior to class to evaluate the makeup of the group (i.e., organization unit, grade level, etc.). Continue to evaluate for experience and ability level throughout the course. Use this information to form study/work groups as needed.</li> <li>• Arrange for the necessary training aids: <ul style="list-style-type: none"> <li>- Viewgraphs and overhead projector</li> <li>- Viewgraph markers</li> <li>- Flipchart and markers</li> <li>- Chalk for the chalkboard</li> </ul> </li> </ul> <p><b>INSTRUCTOR ACTIONS A FEW WORKDAYS BEFORE CLASS</b></p> <ul style="list-style-type: none"> <li>• Call your contact at the training site to verify that all course materials and equipment requirements have been or will be furnished and available. In particular, verify that (1) all training aids will be ready, (2) that sufficient copies of the student Text/Reference and Classroom Materials have been received, and (3) that the facility has all other supplies and materials required to conduct the class.</li> <li>• If this is your first time teaching at this location, check on local parking, eating facilities, access to public transportation, and hotels. If this is a return visit, ask your point of contact if there is anything new that you should be aware of.</li> <li>• Examine the classroom before the students arrive, preferably no later than the day before.</li> </ul>	

<b>TOPIC:</b> INSTRUCTOR PREPARATION (CONTINUED)		
	<p><b>PRE-CLASS ACTIONS THE FIRST DAY OF CLASS</b></p> <p>On the morning of the first day of class, plan to arrive early enough to sign-in with your point of contact and then check and/or verify the following:</p> <ul style="list-style-type: none"> <li>• Check the classroom location and arrangement. Is the layout reasonable? Make certain there is a table upon which you can place all your materials. Make sure the location of your table and/or podium is visible by all students. Make certain there is sufficient room for you to move easily among the several tables to assist individuals as needed. If there is a problem, notify the local point of contact <b>immediately</b>.</li> <li>• Ensure that student materials are in place (perform an inventory—count all required student items and communicate any shortages to the local point of contact <b>immediately</b>). This includes any special handouts for this site — such as maps or rules and regulations.</li> <li>• Ensure that a supply of pencils is available to students for the test.</li> <li>• Ensure that instructional materials are in place (perform an inventory — communicate any missing items, such as missing viewgraphs, to the local point of contact <b>immediately</b>).</li> <li>• Ensure required equipment is in place (perform an inventory — communicate the missing items, such as a missing overhead projector, to the local point of contact <b>immediately</b>).</li> <li>• Check the classroom environment (e.g., heating, lighting, and air conditioning); determine where the controls are and how to operate them.</li> <li>• Verify location of rest rooms.</li> <li>• Verify location of designated smoking areas.</li> </ul>	



<b>TOPIC:</b> INSTRUCTOR PREPARATION (CONTINUED)		
	<p><b>PRE-CLASS ACTIONS THE FIRST DAY OF CLASS (CONTINUED)</b></p> <ul style="list-style-type: none"><li>• Verify location of restaurants, vending machines, and coffee or lunch rooms.</li><li>• Verify location and procedures for use of telephones.</li><li>• Verify procedures for getting phone messages.</li><li>• Verify emergency procedures.</li><li>• Verify location of emergency exits.</li><li>• Check security issues, procedures, and requirements.</li><li>• Verify location of the parking facilities.</li><li>• Test and adjust overhead projector.</li><li>• Set up and adjust screen.</li><li>• Test and adjust podium microphone, if any.</li><li>• Check writing materials (e.g., chalk) for the board, as well as for any instructions on use of same.</li><li>• Adjust room lighting — curtains, blinds, and light switches.</li><li>• Check for handicapped student access and any necessary supporting services (e.g., sign language interpreter, wheel chair access, etc.).</li><li>• Obtain class roster.</li><li>• (At the GSAITC) obtain the envelope for student evaluations.</li><li>• Refer any problems to the local point of contact prior to the start of class.</li></ul>	

<b>TOPIC:</b> INSTRUCTOR PREPARATION (CONTINUED)		
	<p><b>CONDUCTING THE COURSE</b></p> <ul style="list-style-type: none"> <li>• Time management is critical. Stick to the schedule. Move the class along. If questions are asked on Monday that pertain to topics to be covered on Tuesday, defer answering the questions until Tuesday.</li> <li>• At the end of each day, remind the students of their reading assignments for the night. As indicated in the text, punctuate lectures with questions that the students should be able to answer from the previous night's reading.</li> <li>• Remember to get the completed course evaluation form from all students.</li> </ul> <p><b>EVALUATING YOUR PERFORMANCE</b></p> <p>The following are among the criteria for evaluating your performance.</p> <ul style="list-style-type: none"> <li>• Accomplishment of the learning objectives.</li> <li>• Coverage of all teaching points and case studies.</li> <li>• Effectiveness in conducting the lectures, case studies, and discussions.</li> <li>• Use of all Classroom Materials provided to the students.</li> </ul>	

**LESSON PLAN OUTLINE**

<b>MONDAY</b>	<b>LENGTH</b>	<b>TIME</b>
Admin	60	8 :00 – 9:00
1.1 and 1.2	20	9:00 – 9:20
1.2	30	9:20 – 9:50
1.3 and 1.4	5	9:50 – 9:55
Break	15	9:55 – 10:10
1.5	5	10:10 – 10:15
1.6	20	10:15 – 10:35
1.7 and 1.8	5	10:35 – 10:40
1.9	20	10:40 – 11:00
1.10 through 1.12	10	11:00 – 11:10
2. Intro	5	11:10 – 11:15
2.1	5	11:15 – 11:20
2.2 Lecture	15	11:20 – 11:35
Lunch	60	11:35 – 12:35
2.2 exercise	40	12:35 – 1:15
2.3	15	1:15 – 1:30
2.4	45	1:30 – 2:15
Break	15	2:15 – 2:30
2.5	45	2:30 – 3:15

# INSTRUCTOR GUIDE

<b>TUESDAY</b>	<b>LENGTH</b>	<b>TIME</b>
Review	30	8:00 – 8:30
3. Intro	5	8:30 – 8:35
3.1	15	8:35 – 8:50
3.2	10	8:50 – 9:00
3.3	10	9:00 – 9:10
3.4	40	9:10 – 9:50
Break	15	9:50 – 10:05
3.5	15	10:05 – 10:20
3.6	70	10:20 – 11:30
Lunch	60	11:30 – 12:30
3.7	70	12:30 – 1:40
3.8	25	1:40 – 2:05
Break	15	2:05 – 2:15
3.9	50	2:20 – 3:10

# ADMINISTRATIVE OVERVIEW

<b>WEDNESDAY</b>	<b>LENGTH</b>	<b>TIME</b>
Review	30	8:00 – 8:30
3.10	45	8:30 – 9:15
3.11	15	9:15 – 9:30
3.12	20	9:30 – 9:50
Break	15	9:50 – 10:05
3.13	30	10:05 – 10: 35
4. Intro	5	10:35 – 10:40
4.1	40	10:40 – 11:20
4.2	10	11:20 – 11:30
Lunch	60	11:30 – 12:30
4.3	50	12:30 – 1:20
4.4	50	1:20 – 2:10
Break	15	2:10 – 2:25
4.5	40	2:25 – 3:05

<b>THURSDAY</b>	<b>LENGTH</b>	<b>TIME</b>
Review	30	8:00 – 8:30
5.Intro	15	8:30 – 8:45
5.1	10	8:45 – 8:55
5.2	50	8:55 – 9:45
Break	15	9:45 – 10:00
5.3	35	10:00 – 10:35
5.4	20	10:35 – 10:55
5.5	40	10:55 – 11:35
Lunch	60	11:35 – 12:35
6. Intro	5	12:35 – 12:40
6.1	20	12:40 – 1:00
6.2	25	1:00 – 1:25
6.3	60	1:25 – 2:25
Break	15	2:25 – 2:40
6.4	30	2:40 – 3:10

## INSTRUCTOR GUIDE


<b>FRIDAY</b>	<b>LENGTH</b>	<b>TIME</b>
Review	60	8:00 – 9:00
6.5	30	9:00 – 9:30
6.6	45	9:30 – 10:15
Break	15	10:15 – 10:30
6.6 (cont)	45	10:30 – 11:15
Lunch	60	11:15 – 12:15
Final Exam		12:15 – ?

<b>TOPIC:</b> COURSE OVERVIEW <b>OBJECTIVE:</b> Introduce the course to the students. <b>TIME:</b> 8:00 Monday (One Hour) <b>METHOD:</b> Discussion		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>a. Introduce yourself to the students and provide some background on your qualifications to teach Source Selection. Also introduce any GSA Training Center personnel.</p> <p>b. State the name of the course and ensure that students are in the right course.</p> <p>c. Read the following to the entire class prior to the beginning of instruction on the first day.</p> <p><b>“The training day is from 8:00 AM to 3:30 PM Monday through Friday. Normally, there are two 20 minute breaks and one hour for lunch.”</b></p> <p>d. Read the following to the entire class prior to the beginning of instruction on the first day.</p> <p><b>“Attendance Requirements: You are expected to attend all class sessions. If you cannot attend every session, see me at the break.”</b></p> <p>If any students cannot attend all sessions, contact their supervisor and determine whether or not to allow the student to remain in class. (For your information: To receive a certificate of completion, students may miss not more than 20% of classroom instruction, e.g., 1 day of a 5-day course; 5 hours of a 4-day course, etc.)</p> <p>e. Take Attendance — Rosters. The instructor is responsible for returning the roster to the GSAITC after legibly updating as follows:</p> <ul style="list-style-type: none"> <li>• Enter the full name of any substitute, along with job series and grade.</li> </ul>	


<b>TOPIC:</b> COURSE OVERVIEW (CONT.)		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>e. Take Attendance (Continued)</p> <ul style="list-style-type: none"> <li>• Add full names of persons who are present for the class for whom space is available but whose names are not on the roster. Collect original or carbon copies of the authorized nomination form from any unlisted person who brought the authorization form — he/she must provide a copy prior to the last day of class to accompany your edited roster. (Exception: Substitutes do not need a training authorization form.) Failure to provide an authorization form will preclude issuance of a certificate for successful completion of the training.</li> <li>• When at locations other than the GSAITC in Arlington, Virginia, ensure mailing labels are completed by any student whose name is not on the original roster. These labels are to accompany your edited roster.</li> <li>• Place an "A" on the roster next to the name of anyone who does not attend class and for whom there is no substitute.</li> <li>• Make a note on the roster of any unusual circumstances regarding a student, i.e., "Mail certificate to _____, left class early", "Do not issue a certificate to _____, missed too much time", etc.</li> <li>• For courses at the GSAITC Arlington, Virginia, location: Return the completed roster to the GSAITC administrative operations, following directions written on the roster by the administrative support staff.</li> <li>• For courses at other locations: Return the completed roster to the GSAITC administrative operations, by mailing the rosters along with the tests, any associated student paperwork, and any other materials provided by the GSAITC. The instructor will be supplied with an addressed envelope for this procedure.</li> </ul>	



<b>TOPIC:</b> COURSE OVERVIEW (CONT.)		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>f. Student Evaluation announcement: Announce on the first day of class, that completed student evaluations will be collected on the last day of class by a student designated to do so by the instructor. The student will collect all completed evaluations, enclose them in an envelop provided by the Instructor, seal the envelope, sign and date the envelope, and then give it to the Instructor. Indicate where the student evaluations can be found (generally the last page of the Text/Reference or, at the GSAITC, as a separate, single sheet). Designate the student at this time and hand him/her the envelope for the evaluations.</p> <ul style="list-style-type: none"> <li>• For sessions not at the GSAITC: Instructors will affix a mailing label on the envelope and mail it to the appropriate curriculum manager at the GSAITC.</li> <li>• For sessions at the GSAITC: The Instructor or student will leave the addressed envelope at the reception desk in Room 900.</li> </ul> <p>g. Indicate the rest room locations.</p> <p>h. Announce the telephone procedures. This includes the location of available phones (FTS and Autovon), emergency phone numbers, and how to get messages — message board when at the GSAITC.</p> <p>i. Explain the location of eating facilities.</p> <p>j. Explain the location of emergency exits and procedures.</p> <p>k. State that there is no smoking in the building.</p> <p>l. Have students complete name placards.</p>	

<b>TOPIC:</b> COURSE OVERVIEW (CONT.)		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
 A-1	<p>m. At the GSAITC, point out the copy of the GSAITC Catalog that is provided to every student. Possibly indicate other related courses the students may be interested in attending (e.g., Cost Analysis and Negotiation Techniques — for equivalency with the three week DoD counterpart of these three courses).</p> <p>n. Stress that students are not to leave personal trash in the rooms, such as newspapers and coffee cups.</p> <p>o. For sessions at the GSAITC, Arlington, Virginia, indicate that the Center recycles all paper. Point out the location of the “paper only” container in the classroom. Indicate that all used computer printed paper, newspapers, and other paper products should be discarded in the “paper only” container. Point out that coffee cups, food, and plastic are not to be placed in this container.</p> <p>p. Ask students to introduce themselves. They should give their names, identify their employers and place (e.g., city and state) of employment, explain their jobs, state why they are taking the course, and express what they hope to gain from the course.</p> <p>q. Provide the students with a few minutes to read the following slide.</p> <p><b>SOURCE SELECTION COURSE OVERVIEW</b></p> <ul style="list-style-type: none"> <li>• Overview of the Federal Acquisition Process</li> <li>• Overview of Source Selection</li> <li>• Source Selection Plan</li> <li>• Developing Evaluation Factors</li> <li>• Technical Evaluation</li> <li>• Competitive Range</li> <li>• Selection and Award</li> </ul>	

<b>TOPIC:</b> COURSE OVERVIEW (CONT.)		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>r. State the overall objectives of this course: “By the end of this course, you will be able to conduct a source selection. Among other things, this means that you will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the goals of the Federal Acquisition System.</li> <li>• Recognize and briefly describe the process and functions that occur during presolicitation and solicitation-award phases of the procurement process.</li> <li>• Define “source selection,” state the basic purpose and goals of source selection, and identify related functions.</li> <li>• Distinguish “formal” from “informal” source selection procedures.</li> <li>• Determine whether to select on the basis of “lowest price technically acceptable proposal” or “best value”.</li> <li>• Draft or critique proposed technical/business standards or evaluation factors (along with their corresponding technical proposal instructions).</li> <li>• Prepare a source selection plan.</li> <li>• Provide guidance to technical evaluators for the evaluation or technical proposals. Review and analyze technical evaluation reports and collect rankings of technical proposals.</li> <li>• Determine if award may be made to the lowest priced offeror without discussions and, if not, establish the competitive range.</li> <li>• Request and evaluate Best and Final Offers, recommend selection for award, document the recommendation for award, and conduct any necessary debriefings.</li> </ul>	

TOPIC: COURSE OVERVIEW (CONT.)		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
 A-2	<p>s. Point out to the students that the Introduction chapter in the Text/Referenece covers an overview of the Federal Acquisition Process and is provided for their review, if they feel that it is necessary. However, it will NOT be covered in class, nor on the final test.</p> <p>t. Give the students a quick tour of Chapter 1, since Chapter 1 is the first chapter that also includes practical exercises. Highlight the:</p> <ul style="list-style-type: none"> <li>• The vignette on page 1, which provides a transition from one chapter to the next.</li> <li>• CLOs at the beginning of each chapter, noting that there will be one test question for each CLO .</li> <li>• The overview for the chapter and the Table of Contents</li> <li>• The information mapping on page xiii of the Preface, a feature of this text to help students more readily use this book as a desk reference back on the job.</li> <li>• The Practical Exercises starting on Page PE 1–1 at the very end of the chapter, with the pages distinguished by a black bar down the outside edge of the page.</li> </ul>	
	<p>u. <b>Student Evaluation</b></p> <ul style="list-style-type: none"> <li>• One end-of-course examination. <ul style="list-style-type: none"> <li>- Friday Afternoon.</li> </ul> </li> <li>• Passing Grade is 70.</li> <li>• Stress that students must read to pass.</li> <li>• If tests are to be graded by the GSAITC, inform students that “Student answer sheets are now being scanned and graded by a computer at the GSAITC; as a consequence test results and Certificates will be sent by mail to students following completion of the course.”</li> </ul>	

<b>TOPIC:</b>	ADMINISTRATIVE ACTIONS AT THE END OF THE COURSE	
<b>TIME:</b>	Prior to Exam	
	<p>a. Student Evaluation announcement: On the last day of class, announce that students must complete and submit the Student Evaluation to receive a Certificate of Completion. The designated student will collect all completed evaluations, enclose them in the envelope provided by the Instructor, seal the envelope, sign and date the envelope, and then give it to the Instructor or, if at the GSAITC in Arlington, Virginia, by delivering it to Room 900.</p> <ul style="list-style-type: none"> <li>• For sessions not at the GSAITC, the Instructor will affix a mailing label on the envelope and mail it the appropriate curriculum manager at the GSAITC.</li> <li>• For sessions at the GSAITC, the Instructor will leave the addressed envelope at the reception desk in Room 900.</li> </ul> <p>b. Distribute copies of the test, answer sheets (if any), and pencils. Instruct students on using pencils to complete the answer sheet. Warn students against placing any marks on the test itself.</p> <p>c. Make certain that students hand in all test materials (NOTE — they may NOT retain any copies of the test or answer sheets). Make certain that all other GSAITC materials are returned by students before they depart.</p> <p>d. Direct the students to police the classroom for personal items and all trash.</p> <ul style="list-style-type: none"> <li>• For sessions not at the GSAITC, make certain that there is no personal trash remaining in the room.</li> <li>• For sessions at the GSAITC, make certain that there is no personal trash remaining in the room. Place all recyclable materials into the correct container in the classroom.</li> </ul>	




<b>TOPIC:</b> ADMINISTRATIVE ACTIONS AT THE END OF THE COURSE (CONTINUED)		
	<p>e. Turn off any equipment, place all viewgraphs in order, turn off any air conditioning if required, check the windows and lights, and make certain the door is locked when you depart.</p> <p>f. Return all test materials (NOTE — you may NOT retain any copies of the test or answer sheets). Return tests, viewgraphs, and all other GSAITC materials to the GSAITC —</p> <ul style="list-style-type: none"><li>• For sessions not at the GSAITC, by mailing the materials to the appropriate curriculum manager at the GSAITC.</li><li>• For sessions at the GSAITC, by leaving the materials at the reception desk in Room 900 marked for the appropriate curriculum manager</li></ul>	


<b>TOPIC:</b> Administrative overview and Pretest		
<b>TIME:</b> 8:00 am — 1 hour and 30 minutes		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>  Cover administrative points outlined on previous pages.  Be sure to point out that the Introduction chapter of the text/reference will NOT be covered in class, but is provided for the student's personal review.	<b>Instructor Notes</b>


Name: \_\_\_\_\_






<b>TOPIC:</b>	Basics of Source Selection		
<b>REF:</b>	Text / Reference 1.1 and 1.2		
<b>OBJECTIVE:</b>	Define “source selection.” Distinguish “formal” from “informal” source selection procedures.		
<b>TIME:</b>	9:00 am — 20 minutes		
<b>METHOD:</b>	Lecture / Discussion		
<b>LESSON PLAN</b>			
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>	
T/R p. 1-4	<p>In Chapter 1, you will present a brief overview of Source Selection. Tell the class the learning objectives for them in this chapter are to:</p> <ol style="list-style-type: none"><li>1. Define “Source Selection.” Distinguish “formal” from “informal” source selection procedures.</li><li>2. State the basic purpose and goals of source selection and identify related functions</li><li>3. Recognize and briefly describe the process and functions that occur during presolicitation and solicitation-award phases of the acquisition process, as it relates to source selection</li></ol>		
	Call students’ attention to terminology used in this course.		

TOPIC: Basics of Source Selection		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 1-6</p> 	<p><b>What is Source Selection?</b></p> <p>Slide 1</p> <div data-bbox="448 575 1127 1079"> <div> SOURCE SELECTION IS... P. 1-6 </div> <div> THE PROCESS OF SOLICITING AND EVALUATING OFFERS FOR AWARD IN A COMPETITIVE NEGOTIATED ENVIRONMENT </div> </div> <p>Define Source Selection as given on slide.</p> <p> What sets forth the rules for competition?</p> <p><b>Answer:</b> CICA—Competition in Contracting Act</p> <p> Why do we compete?</p> <p><b>Answer:</b> It is good business.</p> <p>Point out that to have competition you must have a minimum of two offers.</p>	

TOPIC:	Basics of Source Selection	
<p>T/R p. 1-6</p> 	<p>Slide 2</p> <div data-bbox="448 359 1125 863"> <p><b>KINDS OF SOURCE SELECTION      P. 1-6</b></p> <hr/> <ul style="list-style-type: none"> <li>• <b>FORMAL SOURCE SELECTION</b> Specific evaluation group established</li> <li>• <b>INFORMAL SOURCE SELECTION</b> CO with assistance of technical evaluation panel</li> </ul> </div> <p><u>Formal Source Selection</u>—specific evaluation group is established to evaluate proposals and select the source for contract award.</p> <p><u>Informal Source Selection</u>—Contracting officer makes selection with assistance of technical evaluation panel.</p> <p>Elaborate on informal source selection. Informal source selection occurs whenever the CO makes a selection in a negotiated acquisition even when a technical panel is NOT used.</p>	

TOPIC: Basics of Source Selection		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 1-6</p> 	<p>Slide 3</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #fde9d9; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>OBJECTIVES OF SOURCE SELECTION</b></p> <p style="text-align: right;"><b>P. 1-6</b></p> <ul style="list-style-type: none"> <li>• EVALUATION OF THE QUALITY &amp; ABILITY TO PRODUCE THE SUPPLIES OR SERVICES RELATED TO PRICE</li> <li>• DETERMINATION OF WHICH OFFEROR WILL BE MOST ADVANTAGEOUS TO THE GOVERNMENT</li> <li>• DETERMINATION OF OFFEROR'S PAST PERFORMANCE IN PROVIDING SUPPLIES OR SERVICES</li> <li>• DETERMINATION OF TECHNICAL AND MANAGEMENT CAPABILITY OF THE OFFEROR</li> </ul> </div> <p>Tell the class that the Source Selection procedures have 4 objectives:</p> <ol style="list-style-type: none"> <li>1. evaluation of the <b>quality and ability to produce</b> the supplies or services relative to price</li> <li>2. determination of which offer will be <b>most advantageous</b> to the Government Ask class if this means only buying the minimum needs of the acquisition. Introduce the concept of “trade-offs”</li> <li>3. determination of the offeror’s <b>past performance</b> in providing supplies or services</li> <li>4. determination of the <b>technical and management capability</b> of the offeror</li> </ol>	

<b>TOPIC:</b>	Basics of Source Selection	
<b>REF:</b>	Text/Reference 1.2	
<b>OBJECTIVE:</b>	State the basic purpose and goals of source selection and identify related functions	
<b>TIME:</b>	9:20 am—30 minutes	
<b>METHOD:</b>	Lecture/Discussion and Practical Exercise	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 1-7 	<b>Why conduct Source Selection?</b>  Source Selection can be a long and involved process. Ask for a class volunteer to give the purposes of source selection —why is this done?  <b>Answer:</b> <ul style="list-style-type: none"><li>• maximize competition</li><li>• minimize the complexity of the solicitation, evaluation and selection decision</li><li>• ensure impartial and comprehensive evaluation of offeror’s proposals</li><li>• ensure selection of the source whose proposal has the highest degree of realism and whose performance is expected to best meet stated Government requirements</li></ul> Discuss how Source Selection achieves these purposes.    Explain that we have all done informal source selection in our private lives. For example, if the car needs repair, we first try to determine exactly what is wrong, a sort of requirements analysis, leading to a general statement of the work to be done. Then we may call several repair shops to obtain estimates. Based on the scope of repairs needed, and the price estimates, we may decide to either accept the lowest price quoted, or if we have more confidence in another mechanic, we may decide to take it to another shop, even if it is more expensive. In the case of our car, we evaluate such factors as cost, the probability that the mechanic will do a good job, and perhaps, how soon we can get the car back.	
T/R p. PE 1-1 	<b>Practical Exercise</b> Have the students turn to the <b>first task</b> of the Practical Exercise for CLO 1/1 (What is Source Selection). Allow 5 minutes for students to complete the exercise. Discuss exercise with class for 5 minutes.	

### CLO 1/1, Define Source Selection.

**Situation:** A new intern has just been assigned to assist you during the summer months, as part of a new Government program intended to provide meaningful employment to students. This young person is extremely bright, but has no experience in contracting, and is full of questions. She is happy to learn that you are supposed to be the most knowledgeable and helpful person in the office and begins to ask you many questions about the work your office does.

**First Task** Her first question is “Please tell me what is source selection?” What is your response?

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## SOLUTION SHEET

### CLASSROOM LEARNING OBJECTIVE 1/1

**Answer to the First Task:** At a minimum, you should explain to the young woman that source selection is the process of soliciting and evaluating offers for award in a competitive negotiated environment. You could further explain that informal source selection is a form of routine source selection that is normally used when the item to be procured is well understood, when there are many potential qualified offerors, and little need for negotiations. You could also explain that informal source selection occurs when the contracting officer makes the selection of the most favorable offer assisted as necessary by a technical evaluation panel.


Then you could add that formal source selection is usually the most complex form of source selection and is usually reserved for those procurements when a specific evaluation group is established to evaluate proposals and select the source for contract award.

You might also point out that formal source selection is usually reserved for complex, high dollar acquisitions, when the risk to the Government is higher, and that in such acquisitions, someone other than the contracting officer, such as the Source Selection Authority, makes the final source selection decision. You could add that this approach usually is the most deliberate, takes the longest time, and can involve many technical experts to evaluate the offerors' technical approaches and management proposals, as well as the costs. You could explain that this type of source selection is often used when the concept of "best value" is more important to the Government than lowest cost.

You might provide some hypothetical examples such as:

Informal Source Selection - an acquisition of cleaning services for a Government office building for a period of one year, based on lowest cost to the Government. (e.g., janitorial, snow removal)

Formal Source Selection - a complex and high risk acquisition of the latest supercomputer technology for the long term national weather forecasting. (Major weapons system, FTS 2000, WITS)

TOPIC: Basics of Source Selection		
LESSON PLAN		
Ref. T/R p. PE 1-2 	Steps In Presenting The Topic	Instructor Notes
	<p><b>Practical Exercise</b></p> <p>After the discussion for the first exercise is completed, have the students turn to the <b>second task</b> of the Practical Exercise for CLO 1/2 (What is the basic purpose and goals of Source Selection). Allow 5 minutes for students to complete the exercise. Discuss exercise with class for 5 minutes. Point out to the class that we do source selection in our everyday life.</p>	



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**CLO 1/2, State the Purpose and Goals of Source Selection.**



**Second Task:** Her second question is: “What is the basic purpose and the goals of source selection; what are the related functions; what is it all about?” What is your answer.

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**Answer to the Second Task:** You should explain to her that the purposes of source selection are to:

- maximize competition
- minimize the complexity of the solicitation, evaluation and selection decision
- ensure impartial and comprehensive evaluation and selection decision
- ensure selection of the source whose proposal has the highest degree of realism and whose performance is expected to best meet stated Government requirements.



TOPIC: Basics of Source Selection		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
  T/R p. PE 1-3 	<p>How is Lowest Price Technically Acceptable proposal process different than sealed bidding?</p> <p><b>Answer:</b>            You can hold discussions and award any type of contract. In sealed bidding, you can only award a fixed price contract.</p> <p><b>Practical Exercise</b>            Have the students turn to the <b>third task</b> of the Practical Exercise for CLO 1/3 (Recognize and briefly describe the process and functions that occur during presolicitation and solicitation-award phases of the acquisition process, as it relates to source selection). Allow 5 minutes for students to complete the exercise. Discuss exercise with class.</p>	

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**CLO 1/3, Describe the process and functions as they relate to Source Selection.**

**Third Task:** Explain to the young intern the basic approaches to source selection.


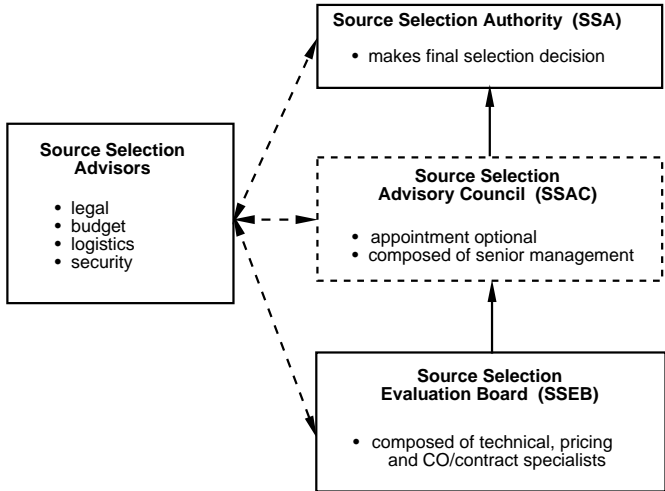
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**Answer to the Third Task:** You should point out that there are two basic approaches to source selection:

1. Lowest price technically acceptable proposal, which basically rates all the evaluation factors, except price, on a “Go/No-Go” basis. This approach is more appropriate when price is the deciding factor.
2. “Best Value,” which is more appropriate when other factors than price should decide the proposal that will provide the best overall value to the Government. Emphasize that it may be necessary to trade off a higher price to obtain better supplies or services under the “best value” concept.

<b>TOPIC:</b>	Source Selection Organization
<b>REF:</b>	Text / Reference 1.3 & 1.4
<b>OBJECTIVE:</b>	Recognize and briefly describe the process and functions that occur during presolicitation and solicitation-award phases of the acquisition process, as it relates to source selection
<b>TIME:</b>	9:50 am—5 minutes
<b>METHOD:</b>	Lecture / Discussion

### LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 1-8 	<p><b>How to Organize for a Source Selection</b></p> <p>A generic source selection organization is illustrated on page 1-8. Ask for class volunteers to briefly explain the functions of each of the entities in the organization. Be sure to point out that the SSAC is optional.</p>  <pre> graph TD     SSA[Source Selection Authority (SSA) • makes final selection decision]     SSAC[Source Selection Advisory Council (SSAC) • appointment optional • composed of senior management]     SSA_A[Source Selection Advisors • legal • budget • logistics • security]     SSEB[Source Selection Evaluation Board (SSEB) • composed of technical, pricing and CO/contract specialists]      SSAC --&gt; SSA     SSEB --&gt; SSAC     SSA -.-&gt; SSA_A     SSAC -.-&gt; SSA_A   </pre> <p><b>Answer:</b>  <u>Source Selection Authority</u>—makes the final decision and is usually a management level above the contracting officer. Usually this is the head of the contracting authority or the program manager.  <u>Source Selection Advisory Council</u>—optional council of senior management advisors.</p> <p>(answer continued on next page)</p>	

TOPIC: Source Selection Organization		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p><u>Source Selection Advisors</u>—advisors appointed for their particular areas of expertise.</p> <p><u>Source Selection Evaluation Board</u>—evaluates the proposals and makes selection recommendation to the SSA.</p>	
	Point out that most formal source selections include a SSA and SSEB.	
	Point out the other possible source selection organization plans shown in the appendix of the test/reference.	
T/R p. 1-9	Call the students' attention to the table on T/R p. 1-9 which outlines the key events in the source selection process.	


<b>TOPIC:</b>	Principal Source Selection Documentation
<b>REF:</b>	Text / Reference 1.5
<b>OBJECTIVE:</b>	Recognize and briefly describe the process and functions that occur during presolicitation and solicitation-award phases of the acquisition process, as it relates to source selection
<b>TIME:</b>	10:10 am—5 minutes
<b>METHOD:</b>	Lecture / Discussion


### LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 1-10 & 1-11	<p><b>What are the Principal Documents</b></p> <p>Ask for class volunteers to identify and describe the principal documents generated in a source selection.</p> <p>Slide 5</p> <div data-bbox="444 961 1118 1467" data-label="Diagram"> <pre> graph TD     AP[Acquisition Plan] --&gt; SW[Statement of Work]     AP --&gt; S[Specifications]     SW --&gt; SSP[Source Selection Plan]     S --&gt; SSP     SSP --&gt; PPI[Proposal Preparation Instructions]     PPI --&gt; TP[Technical Proposal Proposed Supplies/Services]     PPI --&gt; MP[Management Plan Contractor Plan &amp; Qualifications]     PPI --&gt; PCP[Price/Cost Proposal Budgeted Resources] </pre> </div> <p><b>Answer:</b>  <u>Acquisition Plan</u>—overall planning document of the acquisition: coordinates acquisition activities, provides necessary information, establishes milestones.  <u>Statement of Work and/or Specifications</u>—provides performance requirements for acquisition.</p> <p>(answer continued on next page)</p>	



<b>TOPIC:</b> Principal Source Selection Documentation		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p><u>Source Selection Plan</u>—gives the evaluation criteria and establishes guidelines for consistent approach to source selection.</p> <p><u>Proposal Preparation Instructions</u>—establishes the consistent format for offerors to follow when responding to the solicitation.</p> <p><u>Technical, Management, Price/Cost Proposals</u>—these are the offerors response to the solicitation.</p>	



<b>TOPIC:</b>	Key Events in the Selection Process	
<b>REF:</b>	Text / Reference 1.6	
<b>OBJECTIVE:</b>	Recognize and briefly describe the process and functions that occur during presolicitation and solicitation-award phases of the acquisition process, as it relates to source selection	
<b>TIME:</b>	10:15 am—20 minutes	
<b>METHOD:</b>	Lecture / Discussion	
<b>LESSON PLAN</b>		
<b>Ref.</b>  T/R p. 1-12 to 1-15 	<b>Steps In Presenting The Topic</b>  Briefly explain that source selection proceeds in phases.  Ask for a class volunteer to give the four phases of the Source Selection Process.  <b>Answer:</b> 1. Presolicitation 2. Solicitation 3. Evaluation 4. Selection and Award	<b>Instructor Notes</b>



TOPIC: Key Events in the Selection Process		
LESSON PLAN		
Ref. T/R p. 1-12 to 1-15 	Steps In Presenting The Topic	Instructor Notes
	<p>Ask for class volunteers to describe the basic accomplishment(s) in each phase.</p> <p><b>Answer:</b>  <u>Presolicitation</u>—development of acquisition plan, statement of work/specifications, and source selection plan.</p> <p><u>Solicitation</u>—solicitation prepared and reviewed, RFP released.</p> <p><u>Evaluation</u>—evaluation of offerors' proposals, SSEB recommends: award without discussion or determine competitive range.</p> <p><u>Selection and Award without Discussion</u>—award made on basis of initial offer.</p> <p><u>Selection and Award—Competitive Range Determination</u>—conduct negotiations with offers within competitive range, make award based on BAFO.</p>	




<b>TOPIC:</b> Creating the Acquisition Plan <b>REF:</b> Text / Reference 1.9 <b>OBJECTIVE:</b> Recognize and briefly describe the process and functions that occur during presolicitation as it relates to source selection <b>TIME:</b> 10:40 am—20 minutes <b>METHOD:</b> Lecture / Discussion		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 1-19 thru 1-25  	<p>The FAR sets out in great detail the procedure to follow in creating the Acquisition Plan. The procedure develops the plan in two parts.</p> <p>The first part <b>establishes the acquisition background and objectives.</b> Ask for class volunteers to give specifics of what is covered in this part.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• brief statement of need</li> <li>• significant conditions affecting the acquisition</li> <li>• goals and rationale of acquisition</li> <li>• required capabilities or performance characteristics</li> <li>• basis for delivery or performance</li> <li>• consequences of potential trade-offs in acquisition</li> <li>• obtaining and using priorities, allocations, &amp; allotments</li> <li>• plans for acquisition streamlining, if applicable</li> </ul>	
T/R 1-21  	<p>The second part <b>establishes the plan of action.</b> Ask for class volunteers to give specifics of what is covered in this part.</p> <p><b>Answer:</b></p> <p>Students may give any of the points covered on page 1-21 to 1-25. However, be sure that Step 3 (p. 1-22) is covered completely.</p>	

<b>TOPIC:</b>	Phases 2 through 4	
<b>REF:</b>	Text/Reference 1.10 to 1.12	
<b>OBJECTIVE:</b>	Recognize and briefly describe the process and functions that occur during solicitation-award as it relates to source selection	
<b>TIME:</b>	11:00 am—10 minutes	
<b>METHOD:</b>	Lecture/Discussion	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	“Discuss the source selection procedures for the acquisition, including the timing for submission and evaluation of proposals, and the relationship of evaluation factors to the attainment of the acquisition objectives.”	

<b>TOPIC:</b> Chapter 2 – Learning Objectives <b>REF:</b> Text/Reference Page 2-2 <b>TIME</b> 11:10 am—5 minutes <b>METHOD:</b> Lecture		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Tell the students that Chapter 2 covers the Source Selection Plan.</p> <p>The four learning objectives are:</p> <ol style="list-style-type: none"> <li>1. Recommend to the source selection authority (SSA) an organizational structure for the formal source selection, including the Source Selection Evaluation Board, technical evaluation panel, cost evaluation panel, and, if required, advisory council. Define the roles and responsibilities of each organizational unit.</li> <li>2. Determine whether to release the proposals outside the Government for evaluation and, if the proposals are to be released outside the Government for evaluation, the procedures to be followed.</li> <li>3. Draft a formal source selection plan.</li> <li>4. Incorporate evaluation factors and proposal preparation instructions into sections L and M of the RFP.</li> </ol>	


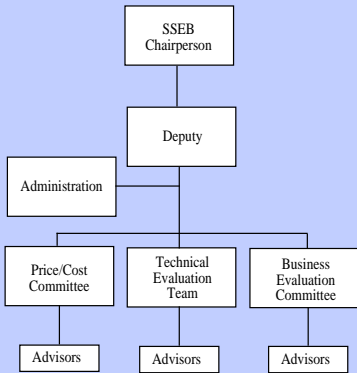

<b>TOPIC:</b> Beginning the Source Selection Plan <b>REF:</b> Text / Reference 2.1 <b>OBJECTIVE:</b> Recommend to the Source Selection Authority an organizational structure for the formal source selection, including the Source Selection Evaluation Board, technical evaluation panel, cost evaluation panel, and if required, advisory council. Define the roles and responsibilities of each organizational unit. <b>TIME:</b> 11:15 am—5 minutes <b>METHOD:</b> Lecture / Discussion and Practical Exercise		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 2-4           T/R p. 2-4 	<p><b>Beginning the Source Selection Plan</b></p> <p>When beginning to develop a source selection plan it is helpful for the students to understand why a source selection plan is developed.</p> <p>Ask for class volunteers to give the purposes of the source selection plan.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• It outlines the Government’s plans.</li> <li>• It specifies the Government’s approach for soliciting and evaluating proposals.</li> <li>• It provides the recommended source selection organizational structure to the Source Selection Authority (SSA).</li> <li>• It designates the persons who will perform the evaluation.</li> <li>• After approval by the SSA, it is the “charter” which the SSEB and contracting officer follow.</li> </ul> <p>Point out the references that the students may need to consult before beginning preparation of the Source Selection Plan.</p>	




<b>TOPIC:</b> Beginning the Source Selection Plan		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R P. 2-5 	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>Ask for class volunteers to give important actions that they should remember to do before starting on the Source Selection Plan.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• ALLOW SUFFICIENT TIME for development of the SSP and solicitation.</li> <li>• Do NOT issue the solicitation until the SSP has been prepared and approved. Use the SSP to develop the solicitation.</li> <li>• Have the evaluators help develop the SSP and review the solicitation.</li> <li>• If you are the chairperson of the SSEB, you may also have to train members who have never before served on a SSEB.</li> <li>• Determine as early as possible whether you will require special expertise outside the Government to help evaluate the proposals.</li> <li>• Obtain Procurement Integrity Certifications</li> </ul>	



<b>TOPIC:</b>	Organizing and Staffing for the Source Selection Evaluation Board
<b>REF:</b>	Text / Reference 2.2
<b>OBJECTIVE:</b>	Recommend to the Source Selection Authority an organizational structure for the formal source selection, including the Source Selection Evaluation Board, technical evaluation panel, cost evaluation panel, and if required, advisory council. Define the roles and responsibilities of each organizational unit.
<b>TIME:</b>	11:20 pm—55 minutes
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise

### LESSON PLAN

Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 2-6 to 2-8</p> 	<p>Slide 6</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e6f2ff; text-align: center;"> <p><b>TYPICAL SOURCE SELECTION ORGANIZATION</b></p> <p><b>P. 2-7</b></p>  <pre> graph TD     A[SSEB Chairperson] --&gt; B[Deputy]     B --- C[Administration]     B --&gt; D[Price/Cost Committee]     B --&gt; E[Technical Evaluation Team]     B --&gt; F[Business Evaluation Committee]     D --&gt; G[Advisors]     E --&gt; H[Advisors]     F --&gt; I[Advisors] </pre> </div> <p>Go over the generic organization of an SSEB shown in the viewgraph. Ask for a class volunteer to give the role of the SSA in the SSEB.</p> <p><b>Answer:</b> The SSA appoints the SSEB.</p> <p> Ask for a class volunteer to identify the possible make-up of an SSEB.</p> <p><b>Answer:</b> Possible make-up is:</p> <ul style="list-style-type: none"> <li>• Technical Evaluation Team</li> <li>• Price/Cost Committee</li> <li>• Business Evaluation Committee</li> </ul>	

TOPIC: Organizing and Staffing for the Source Selection Evaluation Board		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Ask for a class volunteer to identify the possible advisors of an SSEB.</p> <p><b>Answer:</b> Possible advisors are:</p> <ul style="list-style-type: none"> <li>• contractor personnel</li> <li>• legal</li> <li>• Budget/Finance analysts</li> </ul>	
	<p>Point out to the class the <i>Checklist for Organizing and Staffing</i> on p. 2-8</p>	
<p>T/R p. PE 2-1</p> 	<p><b>Practical Exercise</b> Have the students turn to the practical exercise for CLO 2/1 (Organizing and Staffing). Divide the students into groups and have each group draw up the organization and staffing requirements for the formal source selection of the scenario given. (Allow 30 minutes for exercise and 10 minutes for discussion.)</p>	

**CLO 2/1 Recommend to the source selection authority (SSA) an organizational structure for the formal source selection. Define the roles and responsibilities of each organizational unit.**

**Situation:** You are the contracting officer for an acquisition to obtain 500 color printers to upgrade desktop publishing and training materials development throughout your agency. You have the following information available from previous research. There are 4 competing technologies:

- The oldest and lowest priced is dot matrix. It has the advantage of speed (7 pages per minute) and lowest cost for both initial purchase (less than \$1,000 per printer) and per page cost (2 cents per page). There are 11 known manufacturers.
- Another old intermediate technology is so-called “hot wax” which is very slow (3 minutes per page). It costs from \$3,000 to \$7,500 per printer, but has a per page cost of 5 cents per page. The advantage of hot wax technology is that it produces the most brilliant colors. There are 7 known manufacturers.
- A newer technology is ink-jet color printing ® which is patented and produced by only one company. Ink jet color printing is comparatively fast, producing 5 pages per minute. Unit costs are \$4,800 per printer, and per page costs are 5 cents.
- The newest technology is color laser printing which has a unit cost of \$5,000 - \$8,000 per printer and a per page cost of 4.5 cents–6 cents per page. Laser color printers print at a rate of from 2–6 pages per minute, depending on the model. There are 3 known manufacturers.

The field of color printing technology is advancing rapidly, with a reduction of approximately 5% per year in the per page printing costs.

The acquisition must be completed within 6 calendar months.




**Task:** The Source Selection Authority has decided that the size and difficulty of this acquisition justify the creation of a source selection evaluation board. Given only this information, recommend the composition of the SSEB, and, if necessary, the technical evaluation panel and advisory board. Define the roles and responsibilities of each organizational unit. Be specific. (Use space provided on next page.)

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## SOLUTION SHEET

### CLO 2/1

There is no single best way to organize and staff the SSEB for this acquisition, but at a minimum, you should consider including persons who have some background in, or knowledge of the technology and the requirements. For an acquisition this large, it would be helpful to determine who the heavy duty users will be and also to determine any users with special requirements. If possible (and otherwise qualified) personnel from those organizations should be given serious consideration for membership on the SSEB. Remember, the SSEB will normally consist of only 3–5 members (exclusive of outside advisors) so you will have to be careful and selective in your nominations.

<b>TOPIC:</b>	Releasing Proposals for Evaluation		
<b>REF:</b>	Text / Reference 2.3		
<b>OBJECTIVE:</b>	Determine whether to release the proposals outside the Government for evaluation and, if the proposals are to be released outside the Government for evaluation, the procedures to be followed.		
<b>TIME:</b>	1:15 pm—15 minutes		
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R p. 2-9 	<b>Steps In Presenting The Topic</b>  The SSEB may need assistance from individuals not on the board and who may even not be a part of the Government. Ask for a class volunteer to indicate why there should be concern when consulting individuals who are not a part of the board.  <b>Answer:</b> Members of the board must take care that information concerning the evaluation is NOT improperly disclosed as this could jeopardize the acquisition.    Ask who has the authority to authorize the transmission of information.  <b>Answer:</b> Usually only the contracting officer, or those superiors having contractual authority may transmit information.  <b>Practical Exercise</b> Have the students turn to the Practical Exercise for CLO 2/2 (Release of Proposals Outside the Government) and complete the exercise. Then, discuss the correct answer. (Allow 10 minutes for exercise and 3 minutes for discussion.)	<b>Instructor Notes</b>	
T/R p. PE 2-3 			

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**CLO 2/2, Determine whether to release proposals outside the government.**

**Situation:** You are the Chairperson of a SSEB concerned with evaluation of proposals for the selection of a new electronic document imaging system which will be integrated into an existing office network computer system. The new imaging system will permit almost instant access from all terminals to many types of supply, transportation, and warranty documents in the requiring activity which are now stored in paper or microfiche files. It is estimated that the integration and conversion to this system will require 24 months, due to the complexity of the system integration and the huge number of documents to be scanned into the system memory.

One major concern is that the new system integrate smoothly with the existing equipment (hardware and software) with minimum changes and disruption. Therefore, the offeror's technical approach must include a comprehensive systems integration plan, which is expected to be very complex. However, the evaluation of this plan is causing some worry to the SSEB members. For this reason, it has been suggested that the contractor who designed, installed, and maintains the existing network of equipment be retained to assist in the evaluation of proposals. The SSEB members are unanimous in their judgment that they do not have the necessary skills or knowledge to technically evaluate the merits of the various proposals for overall system integration. They wish to call in the present contractor as soon as possible to help in the evaluation and to provide advice.

**Task:** As Chairperson, what are your actions and comments?

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## SOLUTION SHEET

### CLO 2/2, Release of Proposals Outside the Government.



The issue here is whether the SSEB can evaluate the technical proposals adequately without the help of persons outside the Government. If the decision is that outside help is required, several conditions must be met. Under the provisions of FAR 15.413-2(f), you may not release solicitation materials or proposals to persons outside the Government unless:




- The head of the agency or administration authorizes such release.
- The outside evaluator(s) agree in writing to use the data only for evaluation and will not further disclose it. The present contractor must be willing to sign statements of nondisclosure and conflict of interest that pertain to the specific acquisition.
- The Government must apply any restrictive legends that are required to all the materials. These restrictive legends must be followed by the outside evaluators.
- All copies and abstracts must be returned to the Government after the evaluation.
- Any release of such materials outside the Government must avoid conflict of interest and take into consideration organizational conflicts of interest.
- You must provide adequate notice to anyone who submits a proposal that he/she can take action under the Freedom of Information Act (5 U.S.C.552) to obtain documents involved in the action.

In this case, you must insure that the present contractor in fact does not have any conflict of interest. For example, if this contractor or a subsidiary or other related company submitted a proposal under consideration, this would be a conflict of interest. You must be particularly careful to avoid giving an outside evaluator information which reveals proprietary information on competitors' cost structures and technical processes. Therefore, you must be sure that the contractor is free of any personal conflict of interest and any organizational conflict of interest. In addition, you may decide to go outside your service or agency, rather than outside the Government.

<b>TOPIC:</b>		Drafting the Source Selection Plan
<b>REF:</b>		Text / Reference 2.4
<b>OBJECTIVE:</b>		Draft a Source Selection Plan
<b>TIME:</b>		1:30 pm—45 minutes
<b>METHOD:</b>		Lecture / Discussion and Practical Exercise
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 2-10 to 2-13  	<b>Steps In Presenting The Topic</b>  Tell the students that when the SSEB organization and staffing has been decided on, they are ready to produce the Source Selection Plan.  Go over the <i>Source Selection Plan Outline</i> given as a sample on pp. 2-10 and 2-11.  Slide 7  <div><div><div><b>SOURCE SELECTION PLAN OUTLINE</b></div><div><div>Source Selection of _____</div><div><div>1. Description of property or service to be acquired.</div><div>2. Description of organizational structure, including:<div><div>(a) The duties of the SSA</div><div>(b) The duties of the SSEB.</div></div></div><div>3. Proposed presolicitation activities.</div><div>4. A summary of the acquisition strategy.</div><div>5. A statement of the proposed evaluation factors including technical/business and price or cost, and their relative importance.</div></div><div>(CONTINUED ON NEXT SLIDE)</div></div></div><div>P. 2-10</div></div>	<b>Instructor Notes</b>



TOPIC: Drafting the Source Selection Plan		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 2-10</p> 	<p>Slide 8</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p><b>SOURCE SELECTION PLAN OUTLINE P. 2-10</b></p> <div style="border: 1px solid blue; padding: 10px; margin: 10px 0;"> <p>6. A description of the evaluation process, methodology, and techniques to be used, including evaluation standards.</p> <p>7. A schedule of significant milestones, such as:</p> <ul style="list-style-type: none"> <li>Release of the RFP</li> <li>• Date Proposals due</li> <li>• Evaluation Starts</li> <li>• Evaluation Completed</li> <li>• Competitive range determination</li> <li>• Discussions</li> <li>• BAFOs</li> <li>• SSEB Briefs SSA on Findings and Evaluation</li> <li>• SSA Decision Due</li> <li>• Contract Review</li> <li>• Execution/Award</li> </ul> <p style="text-align: right; font-size: small;">(CONTINUED ON NEXT SLIDE)</p> </div> </div>	
<p>T/R 2-11</p> 	<p>Slide 9</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p><b>SOURCE SELECTION PLAN OUTLINE P. 2-11</b></p> <div style="border: 1px solid blue; padding: 10px; margin: 10px 0;"> <p>8. A conflict of interest form</p> <p>9. Procurement Integrity Certificates</p> <p>10. Non-disclosure forms</p> <p>11. Provision for a secure meeting place.</p> </div> </div>	

<b>TOPIC:</b> Drafting the Source Selection Plan		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 2-12 	<p style="text-align: center;"><b>Steps In Presenting The Topic</b></p> <p>Ask for volunteers to identify material that should be in the SSP.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• a clear, concise description of the supply or service</li> <li>• a description of the selection organization</li> <li>• an organizational chart showing the relationship of the SSA, SSEB, and any other participants</li> <li>• a summary of the acquisition strategy</li> <li>• a statement of the evaluation factors and subfactors</li> <li>• a description of the evaluation process, methodology, and techniques to be used</li> <li>• a milestone schedule</li> </ul> <p>The acquisition strategy would include:</p> <ul style="list-style-type: none"> <li>• a preproposal conference</li> <li>• drafting an RFP (SOW)</li> <li>• identifying the type of contract</li> </ul> <p>Point out that the SSP <b>MUST</b> be approved by the SSA before it becomes official. The time necessary for the SSA to approve the plan must be considered in the scheduling of the acquisition.</p> <p><b>Practical Exercise</b>  Have the students turn to the practical exercise for CLO 2/3 (Draft a Formal Source Selection Plan). Divide the students into groups and have each group read and critique the attached extract from the draft SSP. Reconvene the class and discuss the groups' critiques. (Allow 20 minutes for exercise and 15 minutes for discussion.)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
T/R p. 2-13 		
T/R p. PE 2-4 		

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**CLO 2/3, Draft a Formal Source Selection Plan**

**Situation (Continued):** You are still the Chairperson of the SSEB preparing a Source Selection Plan (SSP) for selection of a document imaging system. The board members have completed the first draft of the SSP. The attached materials are extracted from that SSP.

**Task:** Read and critique the attached extract from the draft SSP. Given only this information, what changes, if any, are needed? Be specific.

—Draft—

## SOURCE SELECTION PLAN

### Source Selection of a Document Imaging System.

1. Description of property or service to be acquired. The purpose of this Source Selection Plan is to provide the information necessary to determine the most advantageous offer to the Government for the selection of a document imaging system. The document imaging system must be capable of retrieving black and white or original full color images of stored documents in the agency's central automated repository (CAR) concerning transactions in supply, transportation and warranty activities. This will include images of scanned documents that were generated by this agency and other Government and non-Government activities, such as vendors, manufacturers, commercial transportation companies and freight forwarders. The acquired document imaging system must be compatible with existing hardware (computers and peripherals) and software installed and maintained by the Vixen Electronics Corporation as of the date of contract award.
2. Description of organizational structure.
  - (a) Duties of the Source Selection Authority (SSA) and Source Selection Evaluation Board (SSEB). The SSA shall appoint all members of the SSEB, review recommendations, reports and evaluations of the SSEB and make the final selection of the most advantageous offer received by the Government. The SSEB shall research all documents related to this acquisition, prepare the Source Selection Plan (SSP), recommend the most advantageous acquisition strategy, prepare the Request for Proposal (RFP) including the evaluation factors, receive and evaluate all offers as to technical merit, and provide to the SSA a rank order listing of the most advantageous offers.
  - (b) Nominations for staffing. Based on the special requirements of this acquisition, the following persons are nominated for duties as evaluators of offeror proposals.
    - Ms. Leona Farr. She is the present system administrator for the existing local area network (LAN) installed and maintained by the incumbent contractor, Vixen Electronics. She is most familiar with the operation, requirements, capabilities and limitations of the present system and served as the contracting officer's technical representative during the installation phase.
    - Mr. David Copperfield. He is the administrator of the Central Automated Repository, where all paper versions of the documents will be electronically scanned. He is the one person most familiar with the work load requirements to accomplish the scanning effort in the two years following contract award, installation, and system compatibility testing.
    - Ms. Pamela Dawn Jablonski. She served twice as a member of a SSEB on similar acquisitions for the Department of Justice and the Department of Defense. She is probably the most experienced person available for evaluation of this type of acquisition.

*(continued on next page)*

- Mr. Nelson Eddy. He previously worked at the requiring activity and wrote the original technical requirement for this acquisition two years ago. He is thoroughly familiar with the project and also helped develop the “should cost” data.
  - Mr. Waldo Emerson. He worked for the past three years as an instructor at the General Services Administration Federal Acquisition Institute and is the primary author of the recent booklet entitled “Source Selection - Lessons Learned.”
3. Proposed Presolicitation Activities. The major presolicitation activities proposed for this acquisition include:
- (a) Assembling and briefing the SSEB as soon as possible. (Note the tight milestone schedule).
  - (b) Meeting with the requiring activity and refining the requirement, to include the development of all technical performance specifications, and development of a contract data requirements list. This may include a requirement for an engineering survey.
  - (c) Determine most appropriate acquisition strategy.
  - (d) Development of the Statement of Work (SOW), the evaluation factors and standards.
4. Summary of the acquisition strategy. A phased “best value” acquisition strategy is proposed for this acquisition. This is based on the special requirements for document security, the inability to fully predict the level of effort required to scan archived documents, recent experience of other Government agencies on similar procurements, and the overall level of risk connected with this acquisition. For these reasons, a “cost plus incentive” approach may be most appropriate to complete all phases of the project within two years.
5. Proposed evaluation factors. The following evaluation factors have been proposed for this acquisition:
- (a) Technical approach, including systems integration (most important)
  - (b) Management plan (second most important)
  - (c) Demonstrated experience on similar projects (third most important)
  - (d) Cost (considered separately)

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## SOLUTION SHEET


### Classroom Learning Objective 2/3

Note that in this draft plan (Section 2), there is no mention of the duties of other key members of the organizational structure besides the SSA and SSEB. In an acquisition as complex as this one, some of these members may play key roles. For example the legal counsel, contracting officer, secretary/recorder, and special committees, as well as a Source Selection Advisory Council, might all have key roles to play. Recall that there may also be a requirement for outside advisors or evaluators from outside the Government. If this is the case, the requirement should be specified in the plan.



The term “phased best value” in Section 4 is not fully clear. Does this mean that there will be several phases to the performance of the contract or that the acquisition will be made in two phases?

In Section 5, the evaluation factors are not fully explained, only the general relative importance. There is no guidance as to the descending order of importance. Also, it does not give relative importance of cost at all or milestones.

<b>TOPIC:</b>	Incorporating the Source Selection Plan in the RFP	
<b>REF:</b>	Text / Reference 2.5	
<b>OBJECTIVE:</b>	Incorporate evaluation factors and proposal preparation instructions into Sections L and M of the RFP.	
<b>TIME:</b>	2:30 pm—45 minutes	
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 2-14	Portions of the Source Selection Plan are extracted for inclusion in the Request for Proposal (RFP) that will go out to the prospective offerors.	
	<p>Ask for class volunteers to identify the elements of the SSP that must go into the RFP.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"><li>• A clear, concise description of the supply or services required by the Government.</li><li>• The type of contract (FFP, CPFF, CPIP, T&amp;M or other).</li><li>• The evaluation criteria, including an explanation of either the “best value” or “lowest price technically acceptable proposal” approach.</li><li>• Evaluation factors and subfactors. These include both qualitative and quantitative factors, usually explained in descending order of importance.</li><li>• Pricing information (unless there is no cost to the Government).</li><li>• Instructions to the offeror on preparing, formatting, packaging and submission.</li></ul>	

TOPIC: Incorporating the Source Selection Plan in the RFP		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 2-14</p> 	<p>Slide 10</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e6f2ff; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>SOURCE SELECTION PLAN IN SECTION L</b></p> <p style="text-align: right;"><b>P. 2-14</b></p> <div style="border: 1px solid blue; padding: 5px; margin: 10px auto; width: 60%;"> <p><b>IN SECTION L, YOU <span style="color: red;">MUST</span> EXPLAIN:</b></p> <ul style="list-style-type: none"> <li><b>THE METHODS BY WHICH THE OFFERS WILL SUBMIT THEIR PROPOSALS</b></li> <li><b>REQUIREMENTS FOR THOSE AREAS THAT YOU WILL EVALUATE AND SCORE OR RATE DURING SOURCE SELECTION</b></li> </ul> </div> </div> <p>Tell the students that in Section L of the RFP, they <b>MUST</b> include the following:</p> <ul style="list-style-type: none"> <li>the methods by which the offerors will submit their proposals</li> <li>the requirements to specifically address those areas that you will evaluate and score or rate during source selection</li> </ul>	



<b>TOPIC:</b> Incorporating the Source Selection Plan in the RFP		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 2-15 	<b>Steps In Presenting The Topic</b>  Slide 11  <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%; background-color: #e6f2ff;"> <p style="text-align: center; margin: 0;"><b>SOURCE SELECTION PLAN IN SECTION M</b></p> <p style="text-align: right; margin: 0;"><b>P. 2-15</b></p> <div style="border: 1px solid blue; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>IN SECTION M, YOU <span style="color: red;">MUST</span> EXPLAIN THE RELATIVE IMPORTANCE OF THE EVALUATION FACTORS AND SIGNIFICANT SUBFACTORS, INCLUDING:</b></p> <ul style="list-style-type: none"> <li>• <b>PRICE OR COST</b></li> <li>• <b>TECHNICAL (INCLUDING BUSINESS AND MANAGEMENT)</b></li> </ul> </div> </div> <p>Tell the students that in Section M, they <b>MUST</b> explain the relative importance of the evaluation factors, including</p> <ul style="list-style-type: none"> <li>• price or cost</li> <li>• technical (including business and management)</li> <li>• special standards of responsibility, if any are required</li> </ul> <p><b>Practical Exercise</b>  Have the students turn to the practical exercise for CLO 2/4 (Incorporate evaluation factors and proposal preparation instructions into Sections L and M of the RFP). Divide the students into groups and have each group read the attached extract from the draft SSP and determine if the SSP has been appropriately integrated into Sections L and M of the RFP. Reconvene the class and discuss the groups' critiques. (Allow 30 minutes for exercise and 15 minutes for discussion.)</p>	<b>Instructor Notes</b>
T/R p. PE 2-7 		

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**CLO 2/4 Incorporate evaluation factors and proposal submission instructions into Sections L and M of the RFP**

**Situation:** A requiring activity has an urgent need for the development of training for engineering personnel to upgrade their ability to rate load and resistances on bridges. The specific requirements include:

- (1) a training curriculum and all necessary training materials for a 5-day training course on “Load and Resistance Factor Design” (LRFD) for highway bridges, and
- (2) up to nine regional pilot promotional training courses and revision/updating of training materials, followed by
- (3) up to 60 course presentations to Federal personnel throughout the nation.

The following materials have been extracted from the source selection plan for this procurement and included in Sections L and M of the Request for Proposal.

**Task:** Review the attached documents and determine whether the information from the source selection plan has been appropriately integrated into Sections L and M of the RFP.

# EXTRACT FROM SOURCE SELECTION PLAN FOR THE ACQUISITION OF “LOAD AND RESISTANCE FACTOR DESIGN (LRFD)” TRAINING FOR HIGHWAY BRIDGES.

## Source Selection Plan

### Source Selection of “LOAD AND RESISTANCE FACTOR DESIGN (LRFD)” TRAINING FOR HIGHWAY BRIDGES.

1. Description of property or service to be acquired. This acquisition concerns the development of training for engineering personnel to upgrade their ability to rate load and resistances on bridges. The specific requirements include:
  - (a) a training curriculum and all necessary training materials for a 5-day (40 hour) training course on “Load and Resistance Factor Design (LRFD)” for highway bridges, and
  - (b) up to nine regional pilot promotional training courses and revision/updating of training materials, followed by
  - (c) up to 60 course presentations to federal personnel throughout the nation, with class size not to exceed 25 persons.
2. Description of organizational structure:
  - (a) Duties of the Source Selection Authority (SSA) - The Source Selection Authority will make the final determination as to the offeror which has the offer considered to be most advantageous to the Government. In addition, the SSA will appoint by name those members of the Source Selection Evaluation Board (SSEB). The SSA will receive briefings from the SSEB and provide any necessary guidance for the work of the SSEB. The SSEB members, operating as a group, will:
    - Review and recommend, as needed, any changes to the Acquisition Plan documents for this acquisition. This will include a review of the acquisition strategy proposed for this acquisition.
    - Develop this Source Selection Plan (SSP) and all supporting documents, and brief the SSA and other designated key personnel, including the legal counsel, on the highlights of the SSP, to include the proposed methodology for the evaluation of offers.
    - Develop the appropriate information for the sections of the Request for Proposal (RFP), particularly Sections L and M.
    - Receive, secure, store and evaluate all offers received in accordance with the evaluation factors proposed. This will include the determination of any requirements for requesting clarifications from offerors.
    - Support, as needed, the conduct of negotiations with any offerors, and document those discussions.

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- Provide to the SSA a briefing explaining the findings of the evaluation, and providing any appropriate recommendations.
- Provide, as needed, any support to the debriefing conducted by the Contracting Officer to those unsuccessful offerors who may request a debriefing.

(b) Nominations for staffing of the SSEB:

- Mr. Robert E. Hawarth. Mr. Hawarth is a qualified civil engineer and is familiar with the present standards for the rating of load and resistance factors on bridges. He has served on three separate committees devoted to the upgrading of various aspects of skills training for Federal engineering personnel over the past several years. He assisted in the development of the statement of need for this acquisition and is thoroughly familiar with this requirement.
- Dr. Eleanor S. Bond. Dr. Bond has a doctoral degree in adult education and has been a member of several source selection boards for the acquisition of training services in the past year. She wrote the guidelines for the validation of contractor-provided training materials used in several recent acquisitions.
- Mr. Timothy P. O'Keefe. Mr. O'Keefe has a bachelor's degree in civil engineering and was the contracting officer's technical representative for a two-year period for the acquisition of similar services while he was in the Air Force. That particular acquisition concerned load and stress ratings for airfield runways, but some of the principles are quite similar.

3. Proposed presolicitation activities:

- (a) Review of all aspects of the Acquisition Plan.
- (b) Research of similar or related projects and acquisitions.
- (c) Obtain/review copies of model procurements from your office.
- (d) Develop characteristics of "ideal offeror."
- (e) Develop listing of most likely offerors.
- (f) Develop and refine (as needed) the acquisition strategy.
- (g) Develop the evaluation factors.
- (h) Brief the SSA and make any necessary changes to this SSP.
- (i) Develop the Request for Proposal.

*(continued on next page)*

4. Summary of acquisition strategy. The Government is not able to predict with certainty the number of classes that will be required, and the level of effort required for the development of such training until it meets the approval of nine different regions is also a problem. In addition, it is crucial that all the training be completed within a six month period. For these reasons, it is proposed that the contract be a "Cost Reimbursement" type contract. However, it is possible to request a firm fixed price for the pilot presentations and the final course presentation, since these can be estimated with certainty.

Since this type of effort will require considerable expertise in both civil engineering and training development, there is some risk to the Government if any restrictions are placed on the acquisition which might bar qualified offerors. For this reason, it is recommended that this not be a small business set-aside.

5. Proposed Evaluation Factors:

(a) Technical

- Offeror's demonstration of sufficient resources to complete the contract requirements satisfactorily and on schedule. This should include recent practical experience of the principal instructor in bridge design using the American Associations of State Highway and Transportation Officials Standard Specifications for Highway Bridges. This should also include familiarity with the new LRFD method and recent relevant experience in the development of training for practicing highway engineers.
- Offeror's demonstration of technical competence and organization. This must include effectiveness and completeness of the technical proposal in illustrating the offeror's understanding of bridge design and how the new specifications will impact the future design of future bridges. It must also include the effectiveness of the technical proposal in demonstrating the offeror's ability to produce clear, informative and easy to understand training material, and also demonstrate an understanding of the training objectives and how the training materials will meet those objectives.

(b) Cost.

- In addition to the technical criteria, the relative cost must be considered in the award decision. Cost/price proposals should be analyzed to assess cost realism and probable cost to the Government. The proposed costs should be subject to adjustment, for the purpose of evaluation, based upon the results of the cost realism assessment.

(c) Past Performance.

- Past performance should be reviewed to make sure that the offeror has relevant and successful performance and should be considered in the ultimate award decision. Past performance will not be scored.

*(continued on next page)*

Of the three factors discussed here, technical and cost should be the most important, with technical and cost factors being equal. Past performance should be considered as less important than either technical or cost.

6. Evaluation Process. Upon receipt, all proposals will be logged in and the technical proposals will be separated from the cost proposals. All cost proposals will be evaluated separately by personnel other than the technical evaluators named above.

The technical evaluation will first consider “past performance” separately. Any offer which does not satisfy the requirement for this factor will be considered as not responsive and will be removed from further consideration.

The technical evaluators will then evaluate the first technical requirement, “demonstration of sufficient resources to complete the contract requirements satisfactorily.” This will first include an evaluation of the recent practical experience of the principal instructor in bridge design using the American Associations of State Highway and Transportation Officials Standard Specifications for Highway Bridges and familiarity with the new LRFD method

The technical evaluators will then evaluate the second part of this first technical requirement, “recent relevant experience of the principal instructor and other professionals in developing and teaching short courses for the purpose of training practicing highway engineers.” The estimated level of effort of each staff member will be considered.

The technical evaluators will then evaluate the second technical factor, the “offeror’s demonstration of technical competence and organization.” This will include evaluation of the following in sequence:

- Effectiveness and completeness of the technical proposal in illustrating the offeror’s understanding of bridge design and how the new specifications will impact the future design of highway bridges .
- Effectiveness of the technical proposal in demonstrating the offeror’s ability to produce clear, informative and easy to understand training material.
- Effectiveness of the technical proposal in demonstrating an understanding of the training objectives and how existing training materials will be used to meet those objectives

7. Significant milestones:

- January 15, Approval of SSP by the SSA.
- February 15, Release of RFP.
- March 15, Proposals Due and Evaluation Starts.
- April 15, Evaluation Completed and Source Selection Briefing for SSA.
- April 20, SSA Decision Due.
- May 7, Contract Review.
- May 20, Execution/Award.

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8. Conflict of Interest Form (detached from this copy).
9. All meetings of the SSEB will take place in the main conference room in the Federal Building. This location includes facilities for securing all documents.

## SECTION L –INSTRUCTIONS, CONDITIONS, AND NOTICES TO OFFERORS

(please show the RFP number and closing date on the forwarding envelope)

**NOTE:** In the past, nonuniformed couriers could deliver sealed bids or offers directly to Room 4410. Nonuniformed couriers are messengers who are not dressed in a uniform bearing their organization's name and often do not possess official identification. Special security procedures have been instituted which prohibit nonuniformed couriers from delivering material directly to offices in the Nassif building. The guard will accept the material, dismiss the courier, and then the material will be examined prior to being delivered to Room 4410 through the normal Nassif Building mail delivery procedures. The delivery of sealed bids or offers to Room 4410 will take longer than it did when nonuniformed couriers could make direct deliveries. Offerors planning to use such couriers should make allowances for these new procedures in order to assure that offers arrive at Room 4410 on time. Bids/offers must be received in Room 4410 to be considered timely, not just delivered to the Nassif mail room. To assist in expediting delivery after the guard accepts a bid/offer, the outside of the envelope/package containing the offer should be marked with the completed Form DOT F 4220.35, "Important Notice to Offeror" provided with the solicitation.

**NOTE:** As prescribed by 52.215-16, the Government may award a contract on the basis of initial offers received, without discussion. Therefore, each initial offer should contain the offeror's best terms from a price and technical standpoint.

**NOTE:** With respect to The Procurement Integrity Act requirements regarding "proprietary information," your attention is directed to FAR 3.104-4(j)(1),(2),(3), for the definition of "proprietary information" and a discussion of the marking of such information (see also provision 52.215-12 below), and to FAR 3.104-5 for a discussion of the disclosure of that information.

**NOTE:** Facsimile bids/proposals will not be considered for this solicitation.

## 52.215-12 RESTRICTION ON DISCLOSURE AND USE OF DATA (APR 1984)

Offerors or quoters who include in their proposals or quotations data that they do not want disclosed to the public for any purpose or used by the Government except for evaluation purposes, shall—

(a) Mark the title page with the following legend:

"The proposal or quotation includes data that shall not be disclosed outside the Government and shall not be duplicated, used, or disclosed—in whole or in part—for any purpose other than to evaluate this proposal or quotation. If, however, a contract is awarded to this offeror or quoter as a result of—or in connection with—the submission of this data, the Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting contract. This restriction does not limit the Government's right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets \_\_\_\_\_ (insert numbers or other identification of sheets)"; and

*(continued on next page)*



(b) Mark each sheet of data it wishes to restrict with the following legend:

“Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this proposal or quotation.”

(End of provision)

#### 52.216-1 TYPE OF CONTRACT (APR 1984)

The Government contemplates awarding a cost reimbursement contract from this solicitation for Tasks A, B, C, D, F and H. However, a firm fixed price for the pilot presentations (Task G) and the course presentation (Task E) is anticipated.

This requirement is not a small business set-aside.

#### 52.219-22 SIC CODE AND SMALL BUSINESS SIZE STANDARD (JAN 1991)

(a) The standard industrial classification (SIC) code for this acquisition is 8732.

(b) (1) The small business size standard is an average annual gross revenue of \$3.5 million for the last 3 fiscal years.

(2) The small business size standard for a concern which submits an offer in its own name, other than on a construction or service contract, but which proposes to furnish a product which it did not itself manufacture, is 500 employees.

(End of provision)

#### SUBCONTRACTING PLAN

As prescribed by FAR 52.219-9, if the total contract price is expected to exceed \$500,000, the offeror shall include a statement in its offer relative to subcontracting opportunities under the proposed contract.

The offeror shall state that there will be subcontracting, or that the offeror has determined that all work will be done in-house. If there will be subcontracting opportunities, the offeror shall submit with its proposal, a subcontracting plan as prescribed in FAR 52.219-9.

If it is determined there will not be subcontracting opportunities, the offeror shall submit with its proposal, a statement of circumstances supporting this determination. All subcontracting plans and statements supporting the absence of subcontracting opportunities must be acceptable to the Contracting Officer. Failure to submit and negotiate an acceptable subcontracting plan or a statement supporting the absence of subcontracting opportunities shall render the offeror ineligible for award of a contract.

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## INSTRUCTIONS FOR PREPARATION OF PROPOSALS

In responding to this solicitation please submit your proposal in four separate parts as follows:

### PART I – Technical Proposal

A technical dissertation describing in detail how you would proceed if awarded a contract. Include the following elements in your technical proposal (see also the statement of work and the technical evaluation criteria):

- A. Technical and management approach.
- B. Assumptions, deviations, and exceptions (as necessary).
- C. Identify technical uncertainties, and make specific proposals for the resolution of any uncertainties.
- D. An organized workplan setting forth a specific schedule of the work to be performed as outlined in Section C, STATEMENT OF WORK. The workplan shall be in such a form as to establish a firm schedule of dates for:
  - (1) The start and completion of all activities.
  - (2) Related requirements of manpower.
  - (3) Other resources assignable to each activity.
- E. A general history of the research segment of your firm and a description of your experience in comparable studies.
- F. It is the Government's review that the course presentation should be approximately 5 days in length. However, the offeror should offer whatever they consider to be appropriate for such a training course. Should the course presentation time change after conducting the pilot courses, the cost will be changed (increased or decreased based upon the hourly cost for conducting the presentations).
- G. The proposal shall name all potential instructors. In the event the Contractor finds it necessary to make changes in the professional staffing (instructors) during the performance of this contract, prior written approval from the Contracting Officer shall be obtained.

*(continued on next page)*

## PART II – Staffing Proposal

Provide the names of all personnel and the positions they will occupy as related to this project. The estimated professional and technical staffing shall be provided in staff-months. Biographical summaries of key personnel shall also be included.

NOTE: The staffing information shall be provided on a task by task basis by discipline in accordance with the format identified as Attachment 2, Section J.

The principal investigator shall devote a minimum of 30 percent of his normal working time for the completion of Tasks A through F.

The following disciplines and/or expertise are believed to be necessary for the successful completion of this project:

1. Bridge Engineering
2. Training Development/Instruction

The Government's estimate of staffing is shown below. The estimates are advisory. The estimates should be used as a general guide and not be considered as a maximum or minimum limit by the offerors in preparing their proposal.

LABOR ESTIMATE (person-hours)									
TASK/LABOR	A	B	C	D	E	F	G	H	TOTAL
INSTRCTR (1) (Principal Instructor)	32	40	30	360	624	40	2640	4	3770
INSTRCTR (2) (Co-Instructor)	10	10	24	240	624	20	2640	2	3570
TYPIST	12	12	8	100	36	24	120	4	316
ADM & SPRT	10	10	20	80	72	36	60	2	290

*(continued on next page)*

### PART III—Cost or Price Proposal

Your cost or price proposal shall be specific, complete in every detail, and separate from your technical and staffing proposals. Cost figures must not be shown in the forwarding letter or in the technical or staffing proposals.

#### A. General.

1. Submit your cost or price breakdown utilizing Standard Form 1411 and FHWA Form 1411-1 (proposed). The Standard Form 1411 must be completed and signed.

NOTE: A separate spreadsheet keyed to the organized workplan and giving a breakdown (by components) of costs and fee by task which specifically relate to the organized workplan shall be provided. Fee payments will be negotiated on a task-by-task basis based on the risks and complexities of the task. Cost proposals should be prepared accordingly.

2. Clearly identify all costs and data in support of the proposed cost/price. All offerors shall propose on a fixed-price per course for Task C, E, and F excluding travel and per diem which will be reimbursed in accordance with Government Travel Regulations. All offerors shall utilize the following estimates for reimbursable travel and per diem in the preparation of their proposals: Task C—\$4,500, Task E—\$18,000, Task F—\$120,000.
3. If other divisions, subsidiaries, a parent or affiliated companies, will perform work or furnish materials under this proposed contract, please provide the name and location of such affiliate and your intercompany pricing policy.
4. As part of the specific information required, you must submit with your proposal, and clearly identify as such, cost or pricing data (that is, data that are verifiable and factual and otherwise as defined at FAR 15.801). In addition, submit with your proposal any information reasonably required to explain your estimating process, including:
  - a. The judgmental factors applied and the mathematical or other methods used in the estimate, including those used in projecting from known data; and
  - b. The nature and amount of any contingencies included in the proposed price.
5. There is a clear distinction between submitting cost or pricing data and merely making available books, records, and other documents without identification. The requirement for submission of cost or pricing data is met when all accurate cost or pricing data reasonably available to you have been submitted, either actually or by specific identification, to the Contracting Officer or an authorized representative. As later information comes into your possession, it should be promptly submitted to the Contracting Officer. The requirement for submission of cost or pricing data continues up to the time of final agreement on price.
6. In submitting your proposal, you must include an index, appropriately referenced, of all the cost or pricing data and information accompanying or identified in the proposal. In addition, any future additions and/or revisions, up to the date of agreement on price, must be annotated on a supplemental index.

*(continued on next page)*

7. By submitting your proposal, you, if selected for negotiation, grant the Contracting Officer or an authorized representative the right to examine those books, records, documents, and other supporting data that will permit adequate evaluation of the proposed price. This right may be exercised at any time before award. The Federal Highway Administration may use an independent contractor for cost and price analyses.
8. As soon as practicable after final agreement on price, but before the award resulting from the proposal, you shall, under the conditions stated in FAR 15.804-4, submit a Certificate of Current Cost or Pricing Data.

**B. Direct Labor.**

1. When space on the Standard Form 1411 or (proposed) FHWA Form 1411-1 is not sufficient, attach supporting schedules indicating types or categories of labor together with labor hours for each category, indicating rate of compensation. Indicate the method used in computing the labor rates. If individual labor rates are proposed, give employee names.
2. State whether any additional direct labor (new hires) will be required during the performance period of this acquisition. If so, state the number required.

**C. Facilities and Special Equipment, including Tooling**

1. It is the general policy of the FHWA not to provide general or special purpose equipment, facilities, or tooling of a capital nature except in unusual circumstances. Items having a unit cost of less than \$1,000 will not be provided to you except as authorized with nonprofit institutions or State and local governments. If special purposed equipment of a capital nature is being proposed, provide a description of the items, details of the proposed cost including competitive prices, and a justification as to why the Government should furnish the equipment or allow its purchase with contract funds.
2. Your proposal must include a statement regarding availability of facilities and equipment necessary to accomplish the required work. If any or all of the required facilities are Government-owned, a complete listing of these facilities is required and the name of the cognizant Government agency furnishing the facilities and the facilities contract number(s).

**D. Facilities Capital and Cost of Money.**

If you intend to claim facilities capital and cost or money as a cost element of your proposal, you must complete and include Form CASB-CMF in your cost proposal. Form CASB-CMF is not required of offerors who submit the form to support forward pricing rate agreements or who otherwise make annual submissions of the form to FHWA or a cognizant administrative or auditing office.

*(continued on next page)*

#### E. Subcontracts/Consultants.

If subcontractors and/or individual consultants will be used in carrying out the requirements of this project, the following minimum information concerning the subcontractor shall be furnished:

1. Name and address of the subcontractor or consultant.
2. Statement of work and workplan (schedule) for the portion of work to be conducted by the subcontractor or consultant.
3. Cost proposal (use SF 1411 and FHWA Form 1411-1).
4. Names and positions of personnel who will work on the project.
5. A letter or other statement from each proposed consultant and/or subcontractor indicating that he has been approached on the matter of participation in this study and that he is willing and able to do so in the terms indicated.

*(continued on next page)*

## PART IV – General Financial/Organizational Information

Information regarding the following items shall be furnished in sufficient detail to allow a full and complete business evaluation.

If the question indicated is not applicable or the answer is none, it should be annotated.

A. What is your fiscal year period? (Give month to month dates.)

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B. Attach a current organizational chart of the company.

C. Submit a current financial statement, including a balance sheet and a statement of profit and loss for the last completed fiscal year. Specify resources available to perform the contract without assistance from any outside source. If sufficient resources are not available, indicate in your proposal the amount required and the anticipated source (i.e., bank loans, letter or lines of credit, etc.).

D. What was your work distribution for the last three complete fiscal accounting periods?

	FY 19	FY 19	FY 19
(1) Government cost reimbursement type prime contracts and subcontracts:	\$ _____	\$ _____	\$ _____
(2) Government fixed price prime contracts and subcontracts:	\$ _____	\$ _____	\$ _____
(3) Commercial Sales:	\$ _____	\$ _____	\$ _____
(4) Total Sales:	\$ _____	\$ _____	\$ _____

E. Have the proposed indirect cost rate(s) been audited and accepted by any Federal Audit agency? Yes \_\_\_\_\_ No \_\_\_\_\_\*

If yes, give name, location, and telephone number of the agency.

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\*If the answer is No, data supporting the proposed rates must accompany the cost or price proposal. The data shall include a breakdown of the items comprising overhead and G&A, and the base upon which the burdens are computed.

NOTE: Any cost proposed for independent research and development (IR&D) effort will be allowed only if it can be shown to relate to Federal Highway Administration programs.

(continued on next page)

F. Has your system of control of Government property been approved by a Government agency? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, give name, location, and telephone number of the agency.

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G. Purchasing Procedures

(1) Are your purchasing procedures written? Yes \_\_\_\_\_ No \_\_\_\_\_

(2) Has your purchasing system been approved by a Government Agency?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, give name, location, and telephone number of the agency.

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H. Does your firm have an established written incentive compensation or bonus plan?  
Yes \_\_\_\_\_ No \_\_\_\_\_

I. Describe your accounting system of estimating and accumulating costs under Government contracts. (Check appropriate blocks.)

	Estimated Actual Cost	Standard Cost
(1) Establishing System		
Job Order	/ /	/ /
Process	/ /	/ /
(2) Accumulating System		
Job Order	/ /	/ /
Process	/ /	/ /

(continued on next page)



K. Has your cost accumulation system been approved by any Government agency?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, give name, location, and telephone number of the agency.

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L. Past Performance References. The offeror is required to submit, as part of its proposal, information on all contracts involving similar or related services over the past three years with FHWA and/or other organizations (both commercial and Governmental). The information must include the name and address of the organization for which services were performed; the current telephone number of a responsible technical representative of the organization; the contract number, if applicable; the type of contract performed; and a brief description of the services provided, including the length of performance. FHWA may use this information to contact technical representatives on previous contracts to obtain information regarding performance. Failure to provide complete information regarding previously similar and/or related contracts may result in eventual disqualification. The contracting officer will consider such performance information along with other factors in determining whether the offeror is to be considered responsible, as defined in FAR 9.101.

List any contract that was terminated for convenience of the Government within the past 3 years, and any contract that was terminated for default within the past 5 years: briefly explain the circumstances in each instance. (Provide attachment, if necessary.)

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The REPRESENTATIONS, CERTIFICATIONS, AND ACKNOWLEDGEMENTS, Section K, must be completed and submitted as a part of your proposal.

The following documents are incorporated by reference and may be reviewed in, or obtained upon request from the Office of Contracts and Procurement:

Guidelines for Preparing Federal Highway Administration Publications,  
(FHWA-AD-88-001), dated January 1988.

Federal Information Processing Standards Publication 38 (FIPS PUB) dated February 15, 1976, and FIPS PUB 64 dated August 1, 1979, are incorporated by reference and may be obtained upon request from the address listed below. The cost FIPS PUB 38 is \$10.00 and for FIPS PUB 64, \$8.50.

National Technical Information Service  
5235 Port Royal Road  
Springfield, Virginia 22164  
Telephone Number (703) 487-4650

*(continued on next page)*

## 52.233-2 SERVICE OF PROTEST (NOV 1988)

- (a) Protests, as defined in section 33.101 of the Federal Acquisition Regulation, that are filed directly with an agency, and copies of any protests that are filed with the General Accounting Office (GAO) or the General Services Administration Board of Contract Appeals (GSCBA), shall be served on the Contracting Officer (addressed as follows) by obtaining written and dated acknowledgement of receipt from Mr. Frank J. Walto, HCP-20, Room 4404, 400 Seventh Street, SW., Washington, D.C. 20590.
- (b) The copy of any protest shall be received in the office designated above on the same day a protest is filed with the GSCBA or within one day of filing a protest with the GAO.

(End of provision)

## 52.233-2 SOLICITATION PROVISIONS INCORPORATED BY REFERENCE (NOV 1988)

This solicitation incorporates one or more solicitation provisions by reference, with the same force and effect as if they were given in full text. Upon request, the Contracting Officer will make their full text available.

(End of provision)

### I. FEDERAL ACQUISITION REGULATION (48 CFR CHAPTER 1) SOLICITATION PROVISIONS

1. 52.204-4 Contractor establishment Code (AUG 1989)
2. 52.209-7 Organizational Conflicts of Interest Certificate—Marketing Consultant (NOV 1991)
3. 52.215-5 Solicitation Definitions (JUL 1987)
4. 52.215-7 Unnecessarily Elaborate Proposals or Quotation (APR 1984)
5. 52.215-8 Amendments to Solicitations (DEC 1989)
6. 52.215-9 Submission of Offers (DEC 1989)
7. 52.215-10 Late Submissions, Modifications, and Withdrawals of Proposals (DEC 1989)
8. 52.215-13 Preparation of Offers (APR 1984)
9. 52.215-14 Explanation to Prospective Offerors (APR 1984)
10. 52.215-15 Failure to Submit Offer (APR 1984)
11. 52.215-16 Contract Award (JUL 1990)
12. 52.215-30 Facilities Capital cost of Money (SEP 1987)
13. 52.222-45 Notice of Compensation for Professional Employees (APR 1984)
14. 52.222-46 Evaluation of Compensation for Professional Employees (APR 1984)
15. 52.227-6 Royalty Information (APR 1984)
16. 52.228-6 Insurance—Immunity From Tort Liability (APR 1984)
17. 52.237-1 Site Visit (APR 1984)

II. DEPARTMENT OF TRANSPORTATION ACQUISITION REGULATION  
(48 CFR CHAPTER 12) SOLICITATION PROVISIONS

1252.209-71 Disclosure of Conflicts of Interest (APR 1984)

52.252-3 ALTERATIONS IN SOLICITATION (APR 1984)

Portions of this solicitation are altered as follows:

None.

(End of provision)

52.252-5 AUTHORIZED DEVIATION IN PROVISIONS (APR 1984)

- (a) The use in this solicitation of any Federal Acquisition Regulation (48 CFR Chapter 1) provision with an authorized deviation is indicated by the addition of “(DEVIATION)” after the data of the provision.
- (b) The use in this solicitation of any Department of Transportation Acquisition Regulation (48 CFR Chapter 12) provision with an authorized deviation is indicated by the addition of “(DEVIATION)” after the date of the regulation.

(End of provision)

## SECTION M—EVALUATION FACTORS FOR AWARD

### EVALUATION CRITERIA

#### A. Technical

Technical proposals will be evaluated on the following criteria, with each criterion being of equal importance:

1. Offerors Demonstration of Sufficient Resources to Complete the Contract Requirements Satisfactorily and on Schedule.
  - a. Recent practical experience of the Principal Instructor (P.I.) in bridge design using the American Associations of State Highway and Transportation Officials Standard Specifications for Highway Bridges. Familiarity with the new LRFD method. The educational background and level of effort proposed for the P.I. will also be considered.
  - b. Recent relevant experience of the P.I. and other professionals in developing and teaching short courses (up to 5 days) for the purpose of training practicing highway engineers. This includes developing understandable, useful training materials. The level of effort of each staff member will be considered.
2. Offerors Demonstrations of Technical Competence and Organization.
  - a. Effectiveness and completeness of the technical proposal in illustrating the offeror's understanding of bridge design and how the new specifications will impact the future design of highway bridges.
  - b. Effectiveness of the technical proposal in demonstrating the offeror's ability to produce clear, informative, and easy to understand training material.
  - c. Effectiveness of the technical proposal in demonstrating an understanding the training objectives and how existing materials will be used to meet those objectives.

#### B. Cost

In addition to the criteria listed above, relative cost will be considered in the ultimate award decision. Cost/price proposals will be analyzed to assess realism and probable cost to the Government. The proposed costs may be adjusted, for the purpose of evaluation, based upon the results of the cost realism assessment.

#### C. Past Performance

Past performance will be reviewed to assure that the offeror has relevant and successful experience. Past performance will not be scored.

#### D. Basis for Award

The Government will accept the offer that is considered the most advantageous to the Government. Of the three factors, (A) technical, (B) cost, and (C) past performance, technical and cost are considered the most important with technical and cost being considered equal. Past performance is of less importance than technical or cost.

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## SOLUTION SHEET

### Classroom Learning Objective 2/4

The significant information proposed in the source selection plan has been appropriately integrated into sections L and M of the RFP.




TOPIC:	Previous Day Review	
REF:	T/R chapters 1 and 2	
TIME:	8:00 am—30 minutes	
METHOD:	Questions and discussion	
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Suggested review questions:</p> <p>What is source selection? <i>The process of soliciting and evaluating offers for award in a competitive environment</i></p> <p>What are 2 types of source selection? <i>Formal and informal</i></p> <p>What are the objectives of source selection?</p> <ul style="list-style-type: none"><li>• <i>evaluation of the <b>ability to produce</b> the supplies or services and the <b>quality relative to price</b></i></li><li>• <i>determination of the technical and management capability of the offeror</i></li><li>• <i>determination of the offeror’s past performance in providing supplies or services.</i></li><li>• <i>determination of which offer will be <b>most advantageous</b> to the Government</i></li></ul> <p>What are 2 approaches to source selection? <i>Lowest price, technically acceptable proposal and Best value concept</i></p> <p>When do we use lowest price, technically acceptable proposal? <i>When price is properly the deciding factor</i></p> <p>What is best value? <i>An approach that considers the appropriate balance of technical merit, management capability and cost factors for a specific requirement that will provide the “best value” to the Government</i></p>	



<b>TOPIC:</b> Previous Day Review		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>Describe a typical source selection organization?</p> <p><i>Source Selection Authority (SSA)</i>  <i>Source Selection Advisory Council (optional)</i>  <i>Source Selection Evaluation Board (SSEB)</i>  <i>Source Selection Advisors</i></p> <p>Who do you want on the Source Selection Evaluation Board?</p> <p><i>Specialists and representatives of the user</i></p> <p>What are the principal documents of a source selection?</p> <p><i>Acquisition plan</i>  <i>Statement of Work or Specifications</i>  <i>Source Selection Plan</i>  <i>Solicitation — Sections L and M</i>  <i>Proposals</i></p> <p>What are the 4 phases of source selection?</p> <ol style="list-style-type: none"> <li><i>1. Presolicitation</i></li> <li><i>2. Solicitation</i></li> <li><i>3. Evaluation</i></li> <li><i>4. Selection and Award without Discussion or Competitive Range Determination Selection and Award</i></li> </ol> <p>Define an acquisition plan and its role in the source selection process.</p> <p><i>All the technical, business, management, and other significant considerations that control the acquisition . It serves as the roadmap for the acquisition.</i></p> <p>What is necessary for establishing the acquisition plan?</p> <p><i>sufficient time</i></p> <p>Describe important elements of a source selection plan?</p> <p><i>Statement of Work</i>  <i>Milestones</i>  <i>Organization</i>  <i>Evaluation factors and criteria (relative importance)</i></p>	




<b>TOPIC:</b> Previous Day Review		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>How do we incorporate parts of the source selection plan into the solicitation?</p> <p><i>In Sections C, L and M of the solicitation</i></p>	

<b>TOPIC:</b>	Chapter 3 – Learning Objectives	
<b>REF:</b>	Text/Reference Page 3-2	
<b>TIME</b>	8:30 am—5 minutes	
<b>METHOD:</b>	Lecture	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 3-2	<p>Tell the students that Chapter 3 covers developing evaluation factors.</p> <p>The learning objectives for this chapter are:</p> <ol style="list-style-type: none"><li>1. Use the SOW in Developing Evaluation Factors,</li><li>2. Research Evaluation Factors Used in Comparable Procurements,</li><li>3. Draft Technical/Business Factors for Evaluating Proposals,</li><li>4. Critique Technical/Business Factors for Evaluating Proposals,</li><li>5. Determine Whether to Award on “Lowest Price Technically Acceptable Proposal” or “Best Value”,</li><li>6. Determine the Relative Importance of Cost/Price and Technical/business Factors</li><li>7. Determine Factors to be Evaluated by the Multiple Distinctions of Merit Decisional Rule,</li><li>8. Determine Factors to be Evaluated By the Go/No-Go Decisional Rule,</li><li>9. Prepare for Discussions with the Requiring Activity and Reach Agreement with Requiring Activity,</li><li>10. Incorporate Technical/Business Factors in the Solicitation.</li></ol>	

<b>TOPIC:</b>	Basics for Developing Evaluation Factors	
<b>REF:</b>	Text / Reference 3.1	
<b>OBJECTIVE:</b>	CLOs 1 - 8	
<b>TIME:</b>	8:35 am—15 minutes	
<b>METHOD:</b>	Lecture / Discussion	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 3-4 to 3-6  T/R p. 3-7 	<p>Tell students that Chapter 3 should give them skill in developing and critiquing evaluation factors</p> <p>In this lesson, the students will learn about evaluation factors:</p> <ul style="list-style-type: none"><li>• basic requirements</li><li>• general guidelines for development</li><li>• how to develop evaluation factors</li><li>• how to incorporate evaluation factors into the RFP</li></ul>	
	<p>Point out the definitions for this chapter on pages 3–4 through 3–6.</p>	
	<p>Ask the students to list references that they should consult before they begin developing their evaluation factors.</p>	
	<p><b>Answer:</b></p> <ul style="list-style-type: none"><li>• Parts 3 and 15</li><li>• The Statement of Work</li><li>• Sample model procurement documents from your policy office</li><li>• any special guidance from the SSA or the requesting office</li></ul>	


TOPIC: Basics for Developing Evaluation Factors		
LESSON PLAN		
Ref. T/R p. 3-8	Steps In Presenting The Topic	Instructor Notes
	<p>Give the students the FAR requirements for the evaluation factors and subfactors. <b>NOTE that price and cost are always considered evaluation factors in every source selection.</b></p> <p>Slide 12</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%; background-color: #f0f0f0;"> <div style="border: 1px solid black; border-radius: 5px; padding: 5px; margin-bottom: 5px;"> <b>FAR REQUIREMENTS</b> <span style="background-color: #ffccff; padding: 2px;">FAR 15.605 (b) &amp; (e)</span> </div> <div style="text-align: right;"><b>P. 3-8</b></div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>THE FAR <b>REQUIRES</b> YOU TO CLEARLY STATE THE EVALUATION FACTORS AND SIGNIFICANT SUBFACTORS THAT WILL BE CONSIDERED IN MAKING THE SOURCE SELECTION.</p> <p>NUMERICAL WEIGHTS, IF USED, NEED <b>NOT</b> BE DISCLOSED.</p> <p>PRICE/COST IS CONSIDERED AS AN EVALUATION FACTOR IN EVERY SOURCE SELECTION BUT IS <b>NOT</b> A PART OF THE RATING/SCORING PROCESS.</p> </div> </div>	
	<p>Ask for class volunteers to tell how to determine the importance of the factors and subfactors are determined.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Thoroughly research the evaluation factors</li> <li>• Select the most appropriate factors</li> <li>• Determine whether the award should be based on “lowest price technically acceptable” proposal or “best value”</li> <li>• Establish the relative importance of the factors to one another</li> <li>• Clearly explain the factors and subfactors in Section L and list them in Section M of the solicitation.</li> </ul>	

<b>TOPIC:</b> General Guidelines for Developing Evaluation Factors <b>REF:</b> Text / Reference 3.2 <b>OBJECTIVE:</b> CLOs 1 - 8 <b>TIME:</b> 8:50 am—10 minutes <b>METHOD:</b> Lecture / Discussion		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 3-9, 10 	<p>There are certain guidelines that can be given for developing evaluation factors:</p> <p>Slide 13</p> <div data-bbox="446 907 1128 1413"> <p><b>GENERAL GUIDELINES FOR EVALUATION FACTORS</b> <b>P. 3-9</b></p> <ul style="list-style-type: none"> <li>• <b>CONSISTENCY</b></li> <li>• <b>LIMITED IN NUMBER</b></li> <li>• <b>INDEPENDENCE</b></li> <li>• <b>RELEVANCY</b></li> </ul> </div> <p>Go over the general guidelines on the slide.</p>	

<b>TOPIC:</b>	How to Develop Evaluation Factors
<b>REF:</b>	Text / Reference 3.3
<b>OBJECTIVE:</b>	CLOs 1 - 8
<b>TIME:</b>	9:00 am—10 minutes
<b>METHOD:</b>	Lecture / Discussion

<b>LESSON PLAN</b>
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Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 3-11</p>	<p>The flowchart on page 3-11 shows all steps in developing evaluator factors.</p> <pre> graph TD     1[1 Use SOW in developing evaluation factors] --&gt; 2[2 Research evaluation factors used in comparable procurements]     2 --&gt; 3[3 Draft technical/business factors]     3 --&gt; 4[4 Critique technical/business factors]     4 --&gt; 5[5 Determine whether to award on "lowest price technically acceptable proposal" or "best value"]     5 --&gt; D{Award based on best value?}     D -- Yes --&gt; 6[6 Determine relative importance of cost/price and technical/business factors]     D -- No --&gt; 8[8 Determine technical / business factors to be evaluated by the "Go/No-Go" decisional rule]     6 --&gt; 7[7 Determine technical/business factors to be evaluated by the multiple distinctions of merit decisional rule; establish scoring method]     7 --&gt; 8     8 --&gt; 9[9 Discuss evaluation criteria with requiring activity]     9 --&gt; 10[10 Incorporate factors in RFP]           </pre>	

<b>TOPIC:</b>	How to Develop Evaluation Factors		
<b>REF:</b>	Text / Reference 3.4		
<b>OBJECTIVE:</b>	Use the SOW in developing evaluation factors		
<b>TIME:</b>	9:10—40 minutes		
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>	
T/R p. 3-12 & 13	<p><b>Step 1: Begin the development of the evaluation factors with the Statement of Work.</b> It is the SOW that tells potential offerors what is required.</p> <p>Make sure that there is at least one evaluation factor listed for each requirement in the SOW and make sure that the evaluation factors are consistent with the SOW requirements.</p>		
T/R p. PE 3-1 	<p><b>Practical Exercise (2 exercises for CLO 3/1)</b></p> <p>Have the class turn to the <b>first</b> Practical Exercise for CLO 3/1 (Use the SOW in developing evaluation factors.) Give the class 10 minutes to do the exercise, then ask for a class volunteer to give his/her critique of the statement of work. Discuss any other variations from other class members. (Allow 10 minutes for discussion.)</p>		

**CLO 3/1. Use the SOW in Developing Evaluation Factors. (first exercise)**

The following practical exercise is to provide practice in using the SOW in developing evaluation factors.

**Situation:** You have the attached information, extracted from a Statement of Work (SOW). Using only this document and the text/reference, answer the following questions.

**Extract from SOW:** “This project requires an organization with highly qualified personnel to organize, staff, and conduct pollution monitoring services believed to be connected with increased wildlife mortality and morbidity in and near national parks, military installations and other Federal lands. This work will supplement long term on-going Government studies intended to determine the cause for the rapid decline of certain wildlife populations, including migratory birds at selected sites....”

“....Offerors must be familiar with wildlife and game survey methodology...”

**Task:** Based only on this information,

1. What are the likely problem areas in this type of procurement?
2. Does it require new or untried methodology?
3. Will it be hard to manage?
4. Is it difficult to predict the costs?
5. What evaluation factors do you recommend?




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## SOLUTION SHEET

### CLASSROOM LEARNING OBJECTIVE 3/1

1. The likely problem areas in this type of procurement are that there may be unqualified offerors (note the requirement for “highly qualified personnel”), and that the offerors must be familiar with a specialized methodology (wildlife and game surveys). The offerors must also be familiar with ongoing Government work in this area. On the face of it, this type of procurement appears to require a combination of field and lab work, best suited to persons with a background and training in biology, so you could expect universities and such nonprofit centers to be interested in this type of proposal.
2. There is no indication that new or untried methodology will be required, so there does not appear to be a risk.
3. This project, based on the information available, does not appear to be unusually difficult to manage. The Government has a great deal of experience in this type of project and note that this project will supplement ongoing Government work.
4. The costs may be somewhat difficult to predict, based on the number and size of the sites, the labor categories of the personnel and the number of hours proposed for each site and category.
5. At a minimum, you might consider the following types of evaluation factors:
  - a. Demonstrated experience in organizing, staffing and conducting similar work
  - b. Familiarity with wildlife and game survey methodology
  - c. Qualifications of the key personnel
  - d. Familiarity with ongoing Government surveys
  - e. Cost (always a factor)
6. Read for ambiguities such as the first sentence in the SOW.

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
<p>T/R p. PE 3-2</p> 	<p><b>Practical Exercise</b> Have the class turn to the <b>second</b> Practical Exercise for CLO 3/1 (Use the SOW in developing evaluation factors.) Give the class 10 minutes to do the exercise, then ask for a class volunteer to give his/her evaluation factors for the statement of work. Discuss any other variations from other class members. (Allow 5 minutes for discussion.)</p>	

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**CLO 3/1. Use the SOW in Developing Evaluation Factors. (second exercise)**

The following practical exercise is to provide you additional practice in using the SOW in developing evaluation factors.

**Situation:** You have the attached information, extracted from a SOW. Using only this information, and the text/reference, answer the following questions.

**Extract from SOW:** “This agency has an urgent requirement for the services of a private sector organization with extensive experience in the planning and presentation of seminars concerning sexual harassment in the work place. The specific topics to be covered must include:

- Recognizing sexual harassment according to Federal and agency guidelines.
- Appropriate and inappropriate behavior in the workplace.
- The role of the supervisor.
- Submission, processing and disposal of sexual harassment allegations.”

“...The successful offeror must demonstrate the ability to present up to 240 seminars of two hours duration each in one calendar year at any of the agency sites throughout the United States and overseas. This may include up to ten seminars at any one time, at different locations. This effort will require a demonstrated familiarity with Federal and agency guidelines concerning sexual harassment. Offerors will be required to cite the successful completion of similar or related seminars for the Government and private sector organizations. Due to the urgency, sensitivity and importance associated with this requirement, the instructors must have extensive experience and professional degrees in such areas as counseling, clinical psychology, adult education, or an equivalent field.”

**Task:** Based only in this information, what evaluation factors do you propose?

## SOLUTION SHEET

### CLASSROOM LEARNING OBJECTIVE 3/1

1. Once again, the problem in this type of procurement is that there may be many unqualified offerors. Note the requirements for “familiarity with Federal and agency guidelines” and “extensive experience” in presenting seminars. These are intended to screen out unsuitable offerors. Note also the requirements for a rather extensive capacity and highly qualified instructors.
2. Based only on this information, you should consider evaluation factors such as:
  - a. Cost (always a factor)
  - b. Familiarity with Federal and agency guidelines.
  - c. Past performance ("extensive experience")
  - d. Capacity (for up to 240 seminars per year and up to 10 at one time)
  - e. Instructor qualifications (key personnel)

<b>TOPIC:</b>	How to Develop Evaluation Factors		
<b>REF:</b>	Text/Reference 3.5		
<b>OBJECTIVE:</b>	Research evaluation factors using comparable procurements		
<b>TIME:</b>	10:05 am—15 minutes		
<b>METHOD:</b>	Lecture/Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R p. 3-14   <			

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**CLO 3/2—Research evaluation factors used in comparable procurements.**

The following practical exercise is to provide practice in researching factors used in comparable procurements.

**Situation:** You are developing evaluation factors for the conversion of a coal-fired hot water heating system plant to use natural gas at a federal facility. The project will be complex and will require extensive reconstruction, renovation, rewiring and other work. However, one problem is that the buildings supported by the heating plant must remain occupied and in use during the conversion period. The decision for the basis of award has not yet been made. It is estimated that the costs will be about \$17 million. Several recent and similar conversions were based solely on “lowest price, technically acceptable proposal” but have experienced severe cost overruns. The requiring activity is therefore considering an award on “best value” for this project. It is expected that the winning offeror will use several subcontractors to perform critical aspects of the work. The panel is having difficulty determining which evaluation criteria to use.

**Task:** Based only on this information, where would you look and what sources of information would you research to obtain data on comparable procurements?

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## SOLUTION SHEET

### CLO 3/2

There are a number of sources you should research for information on a similar procurement. In many cases, your own activity's files on past and present contracts may include the most valuable information on comparable procurements over the past several years. Other Government activities may also have such information. Other sources are the professional associations concerned with the supplies or services or commercial businesses, such as gas companies in the local area.

<b>TOPIC:</b>	How to Develop Evaluation Factors	
<b>REF:</b>	Text/Reference 3.6	
<b>OBJECTIVE:</b>	Draft technical/business factors for evaluating proposals	
<b>TIME:</b>	10:20—70 minutes	
<b>METHOD:</b>	Lecture/Discussion and Practical Exercise	
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 3-15 to 3-22	<p><b>Step 3: Draft the technical/business factors for evaluating proposals.</b></p> <p>In drafting the evaluation factors for an acquisition, you must first <b>understand the level of risk</b> connected with every aspect of the acquisition. There are various types of risks. There are risks associated with the contractor and risks associated with the offeror’s technical proposal. This is especially important in a complex or new technology acquisition, such as a communications, a large computer system, or a large support services effort. Define “risk analysis plan.” Point out risks for both Government and contractor. Differentiate between contractor risk and technical proposal risk.</p> <p>Although the specific evaluation factors will vary in each procurement, there are certain factors and subfactors which are used in most source selection evaluations.</p> <p>Risk may result if the Government or contractor underestimated the scope, cost, or difficulty of the project. The risk analysis plan should identify risk for both sides.</p> <p>Types of Management Risk:</p> <ul style="list-style-type: none"><li>• how contractor manages subcontracts</li><li>• how contractor manages purchasing procedures</li><li>• how contractor manages Government property</li><li>• what cost accounting system and procedures does the contractor maintain</li><li>• what quality control system does the contractor maintain</li></ul>	



TOPIC: How to Develop Evaluation Factors		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Slide 14</p> <div style="border: 1px solid black; border-radius: 15px; background-color: #e6e6fa; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>CATEGORIES OF EVALUATION FACTORS</b></p> <p style="text-align: right;"><b>P. 3-18</b></p> <ul style="list-style-type: none"> <li>• <b>BUSINESS EVALUATION FACTORS</b> <ul style="list-style-type: none"> <li>- MANAGEMENT</li> <li>- STAFFING</li> <li>- OFFEROR EXPERIENCE</li> </ul> </li> <li>• <b>TECHNICAL EVALUATION FACTORS</b> <ul style="list-style-type: none"> <li>- TECHNICAL APPROACH</li> </ul> </li> </ul> </div>	

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
<p>T/R p. 3-18</p>	<p>The four most common major categories include:</p> <p><b>Business Evaluation Factors</b></p> <p><i>Management:</i> Factors in this category evaluate how the project will be controlled.</p> <p><i>Staffing:</i> Factors in this category evaluate the quality of the work force which will execute the project.</p> <p><i>Offeror Experience:</i> Factors in this category evaluate the offeror's history or "track record" on similar projects.</p> <p><b>Technical Evaluation Factors</b></p> <p><i>Technical Approach:</i> Factors in this category evaluate how the work will be technically performed.</p> <p>Slide 15</p> <div data-bbox="290 1136 375 1218"> </div> <div data-bbox="444 1071 1120 1577"> <div> <b>SAMPLE EVALUATION FACTORS    P. 3-19</b> </div> <div> 1. GENERAL MANAGEMENT  2. PAST PERFORMANCE  3. TECHNICAL COMPREHENSION OF REQUIREMENTS  4. ORGANIZATION AND STAFFING  5. EXPERIENCE  6. PHASE-IN PLAN </div> </div> <p>Use this slide to review sample evaluation factors shown on page 3-19.</p>	

**TOPIC:** How to Develop Evaluation Factors

**LESSON PLAN**

**Ref.**

T/R

p. 3-20



**Steps In Presenting The Topic**

Slide 16

**Instructor Notes**

**EVALUATION FACTOR LEVELS P. 3-20**

- **FACTOR**
- **SUBFACTOR**
- **ELEMENT**

T/R  
p. 3-20


A factor may be too broad a measure to evaluate key aspects of the proposal. Therefore, evaluation factors are typically subdivided into two levels:



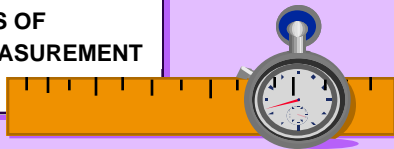
- Subfactors
- Elements


**For example:**

A computer acquisition may be broken down into the following factors, subfactors, and elements.

EVALUATION FACTOR LEVEL	EXAMPLES		
	1	2	3
Factor	Hardware	Software	Maintenance
Subfactor	Installation Time Required	Installation Time Required	Up Time Required
Element	Start Date	Start Date	Start Date(s)
Element	Risk	Risk	Reliability

TOPIC: How to Develop Evaluation Factors		
LESSON PLAN		
Ref. T/R p. 3-21	Steps In Presenting The Topic	Instructor Notes
	<p>In order to know if the proposal satisfies the factors required by the procurement, there <b>MUST</b> be a <b>standard of measurement</b> for each technical/business factor, subfactor, and element.</p> <p>Slide 17</p> <div data-bbox="446 682 1128 1186"> <p><b>WHAT IS A "STANDARD"?</b> <b>P. 3-21</b></p> <hr/> <p><b>A STANDARD ESTABLISHES THE MINIMUM LEVEL OF COMPLIANCE THAT <b>MUST</b> BE OFFERED FOR A FACTOR, SUBFACTOR OR ELEMENT TO BE CONSIDERED ACCEPTABLE.</b></p> </div> <p>The standard <b>NORMALLY</b> establishes the minimum acceptable level of compliance that <b>MUST</b> be offered for a proposal to be considered acceptable.</p> <p>Elaborate to the students when this established minimum does <b>NOT</b> occur.</p>	

TOPIC:		How to Develop Evaluation Factors	
LESSON PLAN			
Ref.	Steps In Presenting The Topic		Instructor Notes
T/R p. 3-21 	<p>A standard will be either “<b>qualitative</b>” or “<b>quantitative.</b>”</p> <p>Slide 18</p> <div><div><div>QUALITATIVE VS. QUANTITATIVE STANDARDS</div><div>P. 3-21, 22</div><div><div>A <b>QUALITATIVE</b> STANDARD RELATES TO QUALITY OR KIND</div><div></div><div><div>A <b>QUANTITATIVE</b> STANDARD RELATES TO TERMS OF QUANTITY OR A MEASUREMENT OF QUANTITY</div><div></div></div></div></div></div>		
T/R p. 3-21	<p>A <b>quantitative standard</b> relates to terms of quantity or a measurement of quantity.</p> <p><b>For example:</b></p> <p>A standard requiring a certain number of pages per minute to be printed by a high speed printer is a quantitative standard.</p> <p>The language to express this standard may be as follows:</p> <p><i>“This standard is met when the printer will print 50 sheets per minute for a period of at least five (5) hours of continuous operation without shut down or stoppage for cooling or other routine operator maintenance during an acceptance test.”</i></p>		

TOPIC: How to Develop Evaluation Factors		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 3-22</p>	<p>A <b>qualitative standard</b> relates to quality or kind. It does NOT relate specifically to quantity.</p> <p><b>For example:</b> Requiring the existence of a quality control program in the offeror's plant is a qualitative standard.</p> <p>The language to express this standard may be as follows:</p> <p><i>"This standard is met when the offeror provides evidence of a documented and functioning quality control (QC) program. The offeror's QC program may be subject to a formal evaluation or random audit by representatives from this agency's Office of Quality Assurance. This agency will use the 'American National Standards Institute's General Requirements for a Quality Control Program (Standard z1.8)' to evaluate the offeror's QC program."</i></p> <p><b>A very common everyday example is Grade A eggs</b></p>	
<p>T/R p. PE 3-4</p> 	<p><b>Practical Exercise</b></p> <p>Have the class turn to Practical Exercise for CLO 3/3 (Draft technical/business factors for evaluating proposals.)</p> <p>Give the class 15 minutes to do the exercise, then ask for a class volunteer to give his/her list of evaluation factors.</p> <p>Discuss any other variations from other class members. (Allow 15 minutes for discussion.)</p>	

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**CLO 3/3 - Draft technical/business factors for evaluating proposals.**

The following practical exercise is to provide practice in identifying evaluation factors which are relevant to the solicitation.

**Situation:** (continued) You are still developing evaluation factors for the conversion of a coal-fired hot water heating system plant to use natural gas at a federal facility. The project will be complex and will require extensive reconstruction, renovation, rewiring and other work. However, one problem is that the buildings supported by the heating plant must remain occupied and in use during the conversion period. The decision has been made to award on the basis of firm fixed price, because there are many potential offerors and the costs can be reasonably predicted. It is estimated that the costs will be about \$17 million. Several recent and similar conversions were based solely on “lowest price, technically acceptable proposal” but have experienced severe cost overruns. The requiring activity is therefore considering an award on “best value” for this project. It is expected that the winning offeror will use several subcontractors to perform critical aspects of the work. A list of proposed evaluation factors was drafted by the chairperson of the technical evaluation team as a starting point for consideration.

**Task:** Given only this information, select no more than five evaluation factors from the following list of possible evaluation factors. Select only those which are most relevant and useful for evaluating differences among offerors for this project. Provide the rationale for each factor you select. Provide the standard to measure each factor you select. Explain how it screens out “high risk” offerors. Determine which factors (if any) can be considered “Go/No-Go.”

1. Cost
2. Annual Sales
3. Quality Control Plan
4. Security Plan
5. Management Autonomy
6. Contractor Interface with the Government
7. Labor Relations
8. Safety and Accident Prevention Training Program
9. Procurement Systems
10. Relevant Past Performance (Similar Projects)
11. Experience as a Prime Contractor
12. Technical/Engineering Approach
13. Key Personnel Resumes
14. Innovation
15. System for Reports and Procedures

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## SOLUTION SHEET

### CLO 3/3

You should have selected the following factors as most relevant and suitable for evaluating proposals for this solicitation:

1. **Cost** - You must select cost because cost is always an evaluation factor, unless the project involves no cost to the Government. However, remember that cost alone does NOT necessarily screen out high risk offerors. You may therefore wish to consider “cost realism” as a factor. This would screen out those proposals which may be acceptable on all other factors but which underestimate or overestimate the costs. The standard for estimating the cost realism of a proposal could be based on a comparison against the Government’s “should cost” estimate.
2. **Relevant Past Performance (Similar Projects)** - Past performance is now always an evaluation factor (OFPP Policy letter). You should select this factor because experience on similar projects is highly relevant and can lower the level of risk to the Government. The standard must be reasonable and can be based on elements such as number of similar projects (comparable in size, cost and complexity) completed within the past five years. You could make this a “Go/No-Go” factor.
3. **Experience as a Prime Contractor** - The rationale similar to the preceding factor above, but is also relevant. The requirements for a prime contractor are usually much more difficult than those on a sole contractor, because of the need to coordinate work schedules and milestones. This can be made into a subfactor for the preceding factor. A reasonable standard can include a record of successful completion on at least three engineering projects similar in size, cost or complexity. You could make this a “Go/No-Go” factor also.
4. **Technical/Engineering Approach** - This project appears technically complex, and there may be several different valid engineering approaches, all with different technical merits and costs. You would have to establish standards to measure against this factor.
5. **Quality Control Plan** - If the project requires rigid engineering quality control (this one probably does) you should consider this factor. You must determine which aspects of quality control (including possible warranties or certification of performance) are important enough to be applied. Note that the quality control plan can also be made a part of the overall technical/engineering approach and rated as a subfactor.

(continued on next page)



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## SOLUTION SHEET

CLO 3/3


(continued)

Other possible factors you may have selected, but which are not as relevant as those above are:

- Safety - Probably all such offerors have a safety training program, so this would usually not discriminate enough among offerors.
- Innovation - This can be a part of the overall Technical/Engineering Approach.
- Key Personnel - In some types of projects, this can be very important, but not necessarily in this type of project, where many qualified offerors are expected.

The remaining possible factors do not appear to be as important or relevant. They can be made subfactors in the major factors above.

<b>TOPIC:</b>	How to Develop Evaluation Factors	
<b>REF:</b>	Text/Reference 3.7	
<b>OBJECTIVE:</b>	Critique technical/business factors for evaluating proposals	
<b>TIME:</b>	2:30 pm—70 minutes	
<b>METHOD:</b>	Lecture/Discussion and 2 Practical Exercises	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 3-23	<b>Step 4: Critique Technical/Business Factors for Evaluating Proposals</b>  Tell the students to carefully document the strengths and weaknesses of each factor, any recommended changes and any questions to be clarified later. These notes will be the basis for the <b>summary outline</b> you will later use in discussions with the requiring activity.	
T/R p. 3-24	Analyze each to be sure that it is <b>reliable, valid</b> and <b>relevant</b> .  A <b>reliable</b> factor is one which can be applied consistently by the source selection evaluators in a uniform manner to rate each proposal the same way with minimum variation among the evaluators.  A <b>valid</b> factor is one which measures what it claims to measure.  A <b>relevant</b> factor is one that belongs in the source selection.	
T/R p. 3-25	Some of the most common problems with factors are: <ul style="list-style-type: none"><li>• vague or ambiguous descriptors</li><li>• inconsistency between the SOW and proposal preparation instructions</li><li>• absence of any relationship to the SOW</li><li>• missing elements (e.g., factors are missing standards or measures of relative importance)</li><li>• logical fallacies (e.g., weights for the subfactors exceeds the total points allocated for the factor)</li></ul>	

TOPIC:      How to Develop Evaluation Factors		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. PE 3-6 	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 3/4 (Critique technical/business factors for evaluating proposals). Divide the class into groups. Allow 20 minutes for the groups to do the exercise, then ask for a group to volunteer to identify any problems and make recommendations. (Allow 10 minutes for discussion)	

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**CLO 3/4—Critique technical/business factors.**

This exercise is to give you practice in critiquing and improving proposed factors and standards.

**Situation:** (This is a continuation of the preceding situation.) After some discussion at the first meeting, the team decided to narrow the proposed evaluation factors down to the following:

**Factor 1. Cost**

Standard—An acceptable and realistic cost for any cost factor in this solicitation shall be one which is no more than five percent larger or smaller than the comparable figure in the Government's Independent Cost Estimate. Cost shall be considered to have a value of not more than 20% of the total evaluation.

**Factor 2. Technical/Engineering Approach**

*Subfactor 2-1—Overall Technical and Engineering Approach*

Standard—The approach shall comply with all specifications stated in the solicitation.

*Subfactor 2-2—Risk Analysis Plan*

Standard—The offeror's risk analysis plan shall explain the offeror's understanding of the requirements and shall identify the likely technical risks associated with this project and propose solutions to minimize delays so that the overall completion milestones for conversion are met.

**Factor 3. Relevant Past Experience on Similar Projects**

Standard—The offeror shall provide project summaries of successful performance on similar projects. This is a "Go/No-Go" factor.

**Factor 4. Quality Control Plan**

Standard—The offeror shall provide a quality control plan which fully explains how all specifications and milestones will be met.

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**Task:**


1. Given only this information, critique the proposed factors and standards. Identify those that:
  - are vague or ambiguous;
  - fail to differentiate acceptable from unacceptable proposals;
  - do not seem consistent with the requirements;
  - would unduly restrict competition; and
  - appear arbitrary or capricious and have not been substantiated in supporting documents and rationale.
  
2. Provide specific recommendations for improving any of the factors and standards.

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SOLUTION SHEET  
CLO 3/4

There are a number of recommendations you could make:

1. With reference to the first factor, Cost, it appears that cost and the other factors are being combined in the overall evaluation scheme into a “total points” system. This is not recommended because it reduces the flexibility of the SSA to make tradeoffs between cost and other factors. It should be recommended that cost be separated from the non-cost factors and considered separately. The technical evaluators should not even have access to the offerors’ cost proposals or other cost data, to avoid prejudicing their evaluation on what should be purely non-cost factors. Also, it is not clear whether Cost is being considered as an absolute value or whether cost realism is the major consideration for this factor.
2. Note the Factor 2, Technical/Engineering Approach, will consist of two subfactors (Overall Technical and Engineering Approach, and Risk Analysis Plan). However, the first of these subfactors appears to overlap with Factor 4, the Quality Control Plan. They both appear to measure the same thing, compliance with the specifications.
3. Factor 3 (Relevant Past Experience on Similar Projects) is a valid factor. It is allowable to require project summaries in the submission instructions to offerors. But, what is meant by “successful performance on similar projects?” This appears to be ambiguous. Does this mean work on projects of the same size? Does it mean that the projects were completed under cost? What is “similar?” Do we mean only coal plant conversion projects, or are other types of large scale engineering jobs acceptable? However, in refining this factor and standard, you must take care not to make the standard so restrictive that it will unduly restrict competition. For example: “At least five projects involving conversion of federally-owned coal-fired, hot water heating plants over the past five years” could be too restrictive and include a very few or only one company, the ones which had already performed with cost overruns on the previous recent conversions!
4. Factor 4, the Quality Control Plan, if required, could be refined and made a separate subfactor of Factor 2, the Technical/Engineering Approach. The existence of a fully-implemented Total Quality Management (TQM) program or other such formal quality program recognized by the Government, could be a “Go/No-Go” factor, if required in a project where there is a very high requirement for continuing high quality.
5. Note that there is no mention of management. There might be a recommendation to create a “Management” evaluation factor to evaluate the control of the project (apart from the purely technical aspects). This could include subfactors to measure performance as a prime contractor, such as a “Subcontracting Plan,” including explanation of how the subcontractors will be selected, controlled and integrated into the project.

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. PE 3-8 	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 3/3 and 3/4 (Draft and critique technical/business factors for ranking proposals). Divide the class into groups. Allow 25 minutes for the groups to do the exercise, then ask for a group to volunteer to identify any problems and make recommendations. Allow 10 minutes for discussion.	

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**CLO 3/3 and 3/4—Draft and Critique technical/business factors  
for ranking proposals**

**Situation:** (continued). You are advising members of the technical evaluation team. You have been told that the SSA has approved of the recommendation to award on the basis of “best value.” The Statement of Work (SOW) has been slightly revised by the requiring activity. The proposed SOW now reads:

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SECTION C - DESCRIPTION/SPECIFICATIONS/STATEMENT OF WORK

STATEMENT OF WORK

CONTRACT OBJECTIVES

The objective of this requirement is to convert the anthracite coal burning plant at Whitley’s Island to the use of natural gas for the provision of hot water heating to all buildings on the Whitley Island Reservation.

SCOPE OF WORK

A technical working group of Government engineers at Whitley Island shall provide to the Contractor an engineering technical package which includes all engineering drawings, parts lists, plans, operating manuals and maintenance manuals, and maintenance records for the present operating facility. Members of this technical working group shall provide information in reply to Contractor requests for additional information. The Contractor shall develop the technical package for the proposed gas-fired facility. The proposed facility shall produce at least as much total heating as the existing plant, in accordance with the attached specifications.

DELINEATION OF CONTRACTOR’S TASKS

In order to accomplish the contract objective, the Contractor shall, as a minimum, perform the following tasks:

TASK A Provide a Conversion Design

1. Provide a complete technical package, in eight (8) copies, to include the construction and engineering drawings, bill of materials, proposed parts list and sources, construction schedule and subcontracting plan. These documents shall be in accordance with the attached specifications.
2. Attend the design approval meetings at the Whitley Island Engineer’s Office. The meetings are tentatively scheduled to be conducted on October 1, November 1, and December 1, 199X.
3. Provide copies of the minutes of the meetings to the addresses which shall be provided at the first meeting.
4. Incorporate and evaluate any design comments or changes approved by the Government representatives and furnish a technical impact statement, as required.



**STATEMENT OF WORK - (Continued)**

Do not proceed with Task B until approval of written authorization from the Contracting Officer.

**TASK B - Convert the Whitley Island Heating Plant to Gas.**

1. Upon receipt of the written authorization from the Contracting Officer to proceed with Task B, convert the present facility to gas operation, in accordance with the attached specifications and the approved design.
2. Provide all necessary documentation to include a complete technical package, operating manuals and maintenance manuals, with any changes, upon completion and acceptance of the completed work by the Contracting Officer.
3. Provide a three week course in operation of the plant for the present staff. The course materials shall be developed in accordance with the attached Data Item Descriptors.

In addition to the SOW above, you have also conducted considerable market research to determine likely offerors and comparable projects.

The result of your research is indicated in the following table.

CONTRACTOR	REMARKS
Apex Engineering	3 coal plant conversion projects completed in the past three years. Costs were \$21 million, \$7 million and \$11.1 million. All work on time and under cost.
Arlite Incorporated	1 coal plant conversion. Cost was \$8.5 million. Completed nine months late. Cost overrun of \$1.1 million. Two claims submitted against the Government for design changes.
Benelux Utilities	1 coal plant conversion. Cost was \$9.2 million. Completed five months late and \$545,000 over budget.
Consolidated, Inc.	1 coal plant conversion. Cost was \$11.2 million. Completed under cost, but five months late.
Davis-Bacon Corp.	1 coal plant conversion. Cost was \$4.7 million. Work is still in progress but is two months behind schedule.
New Age Engineering	1 coal plant conversion. Cost was \$6.6 million. Work is still in progress but is four months behind schedule and \$455,000 over cost.

At least 25 firms have bid on similar work over the past three years. Only three such conversion projects appear to have been very successful and were all done by one prime contractor, Apex Engineering, Inc. The decision has been made to award on the basis of "best value," and there is particular concern that experience will be a crucial "Go/No-Go" factor in selection of the lowest risk offeror.

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## SECTION F - DELIVERIES OR PERFORMANCE

All work or services required hereunder including final acceptance shall be completed on or before nine (9) months after the effective date of the contract.

### PLACE OF DELIVERY

All deliverables and a copy of the monthly reports (See Section G) under the contract shall be delivered F.O.B. Destination, under transmittal letter, to the following address

Whitley Island Federal Facility  
6300 Whitley Island Drive  
Whitley Island, CA 90291

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## SECTION L - INSTRUCTIONS, CONDITIONS, AND NOTICES TO OFFERORS

(Please show the RFP number and closing date on the forwarding envelope)

### INSTRUCTIONS FOR PREPARATIONS OF PROPOSALS

In responding to this solicitation, please submit your proposal in two separate parts as follows:

#### PART I - Technical Proposal

A technical dissertation describing in detail how you would proceed if awarded the contract. Include the following elements in your technical proposal (see also the specifications, the statement of work and the technical evaluation criteria).

#### A. Technical/Engineering Approach

1. Risk Analysis Plan - Include all assumptions, deviations and exceptions. Identify all technical uncertainties and make specific proposals for the resolution of any uncertainties.
2. Overall Technical and Engineering Approach - Include an organized workplan setting forth a specific schedule of the work to be performed as outlined in Section C, STATEMENT OF WORK. The workplan shall be in such a form as to establish a firm schedule of dates for:
  - a. The start and completion of all activities.
  - b. Related requirements of manpower.
  - c. All other resources, including materials, assignable to each activity.

3. Quality Control Plan - Include all information concerning the manner in which you shall insure compliance with the quality specifications of this solicitation.

B. Business

1. Corporate History - Include a general history of your firm
2. Key Personnel - Include the names, experience, and qualifications of personnel who will occupy the key positions of Chief Engineer and his/her primary assistant. In addition, provide the estimated professional and technical staffing in staff-months.
3. Subcontracting Plan - Include the firm name, address, telephone number and a description of the work intended to be performed by each subcontractor, as well as an estimate in staff days of the total work to be performed by that subcontractor.

- C. Experience - Provide project summaries. Each project summary shall begin on a separate page and follow the example shown in this solicitation, to include the final project cost, and the client point of contact with mailing address and telephone number. Provide the same type of information for each proposed subcontractor.

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The requiring activity has refined the acquisition plan and now proposes that, although price will be considered, the evaluation will be based on the following non-cost evaluation factors:

SECTION M TECHNICAL EVALUATION CRITERIA

1. The first evaluation factor shall be the Technical/Engineering Approach. It shall include three subfactors, including the Risk Analysis Plan, the Overall Technical and Engineering Approach, and the Quality Control Plan. Each of these subfactors shall be worth one third of the total value of this factor. This factor shall be greater in weight than the second factor, Business, and the third, Experience. (40 points)
2. The second evaluation factor shall be Business. This shall consist of three subfactors. The first shall be Corporate History. It shall include project summaries of successful similar projects completed. It shall be worth twice as much as the second subfactor, the Subcontracting Plan, and three times as much as the third subfactor, Key Personnel. This factor and the next factor shall be equal in value. (30 points)
3. The third evaluation factor shall be Experience. It shall be equal in value to the second factor, Business. (30 points)

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**Task:** Based only on this information, critique and, if necessary, identify any problems with any factor, subfactor, standard or the scoring method. Draft any recommendations you would make to the requiring activity concerning the:

1. factors
2. subfactors
3. elements
4. standards
5. measures of relative importance
6. scoring method
7. proposal scoring instructions
8. proposal submission instructions
9. complete rationale for factors, subfactors and weighting


Make sure that you consider any vague or ambiguous descriptors, inconsistencies with the SOW, omissions or appearance of arbitrariness or capriciousness, missing elements or logical fallacies, reliability and validity.

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SOLUTION SHEET  
CLO 3/3 & 3/4

The information is acceptable as it is presented. In this case, there are no major problems indicated.

<b>TOPIC:</b>	How to Develop Evaluation Factors											
<b>REF:</b>	Text/Reference 3.8											
<b>OBJECTIVE:</b>	Determine whether this acquisition should be awarded on the basis of “lowest price technically acceptable proposal” or “best value.”											
<b>TIME:</b>	1:40 pm—25 minutes											
<b>METHOD:</b>	Lecture/Discussion and Practical Exercise											
<b>LESSON PLAN</b>												
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>		<b>Instructor Notes</b>									
T/R p. 3-26 to 3-29	<b>Step 5: Determine whether this acquisition should be awarded on the basis of “lowest price technically acceptable proposal” or “best value.”</b>											
T/R p. 3-27	In general, this determination can be made along the lines shown in the decision table below. <table border="1"><thead><tr><th></th><th>IF...</th><th>THEN...</th></tr></thead><tbody><tr><td>Example 1</td><td>The Government’s needs can be met by any offeror who meets the minimum requirements for technical acceptability... AND The procurement is straightforward and uncomplicated with few or no problems encountered in satisfying past Government requirements...</td><td>The “Lowest Price Technically Acceptable Proposal” approach may be best.</td></tr><tr><td>Example 2</td><td>The Government’s requirements are difficult to define, complicated, and/or have been historically troublesome... AND There is a rationale to support paying more money to select a more advantageous proposal...</td><td>The “Best Value” proposal approach is usually best.</td></tr></tbody></table>			IF...	THEN...	Example 1	The Government’s needs can be met by any offeror who meets the minimum requirements for technical acceptability... AND The procurement is straightforward and uncomplicated with few or no problems encountered in satisfying past Government requirements...	The “Lowest Price Technically Acceptable Proposal” approach may be best.	Example 2	The Government’s requirements are difficult to define, complicated, and/or have been historically troublesome... AND There is a rationale to support paying more money to select a more advantageous proposal...	The “Best Value” proposal approach is usually best.	
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T/R p. 3-28	If you decide that the “Lowest Price Technically Acceptable” proposal is the appropriate approach, then follow the two-step procedure shown below. <table border="1"><thead><tr><th>STEP</th><th>ACTION</th></tr></thead><tbody><tr><td>1. Evaluate Technical &amp; Business</td><td>a. Request technical &amp; business proposal only—no cost or pricing data, b. Evaluate technical &amp; business factors, c. Notify offerors that do NOT meet standards.</td></tr><tr><td>2. Evaluate Price</td><td>a. Request price proposal only, b. Award to lowest price technically acceptable proposal.</td></tr></tbody></table>		STEP	ACTION	1. Evaluate Technical & Business	a. Request technical & business proposal only—no cost or pricing data, b. Evaluate technical & business factors, c. Notify offerors that do NOT meet standards.	2. Evaluate Price	a. Request price proposal only, b. Award to lowest price technically acceptable proposal.				
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TOPIC: How to Develop Evaluation Factors		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. PE 3-14</p> 	<p><b>Practical Exercise</b> Have the class turn to practical exercise for CLO 3/5 (Determine whether to award on “lowest price technically acceptable proposal” or “best value”). Divide the class into groups. Allow 10 minutes for the groups to do the exercise, then ask for a group to volunteer to give their recommendation on how to award and why. Ask if any other group would have awarded differently and explain why. (Allow 5 minutes for discussion.)</p>	

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**CLO 3/5—Determine whether to award on “lowest price technically acceptable proposal” or “best value.”**

This exercise is to provide practice in determining whether to award on “lowest price technically acceptable proposal,” or on “best value.”

**Situation:** After much discussion, it was decided to modify the evaluation factors as follows:

- A. Cost will be considered as a separate factor and NOT be combined with the other (non cost) factors in a “total points” evaluation. Cost will be considered as an absolute value, but the cost realism of each offer will also be examined. Cost data will not be made available to the technical evaluators.

- B. Factor 1 will be Technical/Engineering Approach. It will include three subfactors:

Subfactor 1.1 will be the Risk Analysis Plan. This must include a demonstration that the offeror understands the technical requirements and an analysis of all technical risks and proposed actions to preclude or overcome these risks. The standard for evaluation will be identification of all risks identified by the Government’s technical evaluators and must include measures to overcome unforeseen work stoppages without missing the final project milestones.

Subfactor 1.2 will be the Overall Technical and Engineering Approach. The standard for evaluation is that the approach will demonstrate that the offeror has procedures to implement the applicable specifications, drawings, engineering standards, as well as applicable changes, for production, inspection, and testing, as stated in the solicitation and will provide additional intermediate milestones, as required. The approach will explain how the conversion can be completed in the shortest possible time without interruption of hot water supplies to the supported buildings.

Subfactor 1.3 - will be the Quality Control Plan. The standard for evaluation will be that the offeror will demonstrate that it has an automated system of records which fully documents all inspections and tests, including, as a minimum, the number of observations made, by whom, the types of deficiencies found, the quantities approved and rejected, and the nature of any corrective action taken and the date it was taken.

- C. Factor 2 will be Business. The offeror will be required to submit a separate business proposal volume. This factor includes three subfactors;

Subfactor 2.1 will be the Corporate History. The offeror will demonstrate that it has the technical and management resources to manage a project of this scope. The standard will be met when the offeror demonstrates that the existing in-house personnel and technical resources and standard operating procedures satisfy the requirements to manage and otherwise support a project of this scope.



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Subfactor 2.2 will be Key Personnel. The standard will be met when the offeror demonstrates that it has the requisite qualified key persons to perform as Chief Engineer and Assistant Chief Engineer, and attests that neither of these will be replaced for the duration of the project unless replaced by persons of equal or greater qualifications.

Subfactor 2.3 will be the Subcontracting Plan. The standard will be met when the offeror demonstrates that it has a plan for the screening and selection of subcontractors who meet the technical qualifications and for the integration of these contractors into the overall technical and engineering approach.

- D. Factor 3 will be Experience. The standard will be met when the offeror demonstrates in project summaries that it has successfully completed work of similar scope and complexity within the past five years on time and under cost. This will be a “Go/No-Go” factor.

Meanwhile, the SSA has restated two special concerns about this solicitation:

1. There is very extensive interest by offerors and it is expected that there will be many qualified offerors. It will be necessary to rank order technical and business proposals from highest to lowest, based on technical scores.
2. There is a possibility that the project may require some modification due to the closing of some buildings supported by the heating plant while the conversion is in progress, but the Government may not be able to predict this with complete accuracy before the project begins. He indicates that this may have an impact on the Government’s cost estimate, which will now be much harder to predict.

**Task:** Based only on this information, determine whether to award on the basis of “lowest price technically acceptable proposal” or “best value.”

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SOLUTION SHEET  
CLO 3/5

In this particular instance, you should recommend that the award be made on the basis of “best value.” There are two reasons for recommending an award on the basis of “best value.” The first instance is when the applicable rules require an agency to rank proposals for supplies or services on the basis of “best value.” The second case is when the Government cannot satisfactorily predict or describe the actual minimum needs that will permit selection on price or price-related factors alone. A change in the conditions of delivery, conditions of work performance or design, as appears here, can be such a case.

The higher risks associated with service contracts yield best value contracts.

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 3-30	<p>In the procedure for developing evaluation factors, Steps 6 and 7 are skipped for a lowest price technically acceptable procurement and you go to Step 8 to decide what factors need to be evaluated on a “go/no-go” basis.</p> <p>In a “Best Value” procurement, you determine what is the relative importance of technical/business factors and cost/price and then decide which factors are to be evaluated by the multiple distinctions of merit decisional rule.</p>	

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>REF:</b> Text/Reference 3.9		
<b>OBJECTIVE:</b> Determine the Relative Importance of Cost/ Price and Technical/Business Factors		
<b>TIME:</b> 2:20 pm—50 minutes		
<b>METHOD:</b> Lecture/Discussion and Practical Exercise		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 3-30 to 3-37	<p><b>Step 6: Determine the Relative Importance of Cost/ Price and Technical/Business Factors.</b></p> <p>Step 6 is only executed if it has been decided to pursue the procurement as a “best value” acquisition.</p> <p>Once it has been decided to award on the basis of “best value,” the relative importance of the technical/business factors and cost/price has to be determined—what are you willing to pay more for?</p>	

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 3-31	Emphasize to the students that although <b>price is always a factor in source selection</b> in “best value” acquisitions factors other than price are often given more weight.	
T/R p. 3-32  	Slide 19  <div style="border: 2px solid #800080; border-radius: 15px; padding: 10px; background-color: #f0f0ff;"> <div style="border-bottom: 1px solid #800080; padding-bottom: 5px; margin-bottom: 10px;"> <b>RELATIVITY AMONG FACTORS      P. 3-32</b> </div> <div style="padding: 10px;"> <p><b>RELATIVITY AMONG THE FACTORS CAN BE ESTABLISHED BY:</b></p> <ul style="list-style-type: none"> <li>• PRIORITY STATEMENTS</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• NUMERICAL RELATIONSHIPS OF THE INDIVIDUAL FACTORS</li> </ul> </div> </div>	
T/R p. PE 3-16  	<p><b>Practical Exercise</b></p> <p>Have the class turn to practical exercise for CLO 3/6 (Determine the relative importance of cost/price and technical factors). Allow 10 minutes for the students to do the exercise, then ask for volunteers to give the answers. (Allow 10 minutes for discussion.)</p>	

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**CLO 3/6 Determine the relative importance of cost/price and technical/business factors.**

**Situation:** You are developing evaluation factors for a procurement. The project requires a study over two years to measure contamination of ground water caused by suspected leakage from old, underground fuel and chemical storage tanks on federal property and to provide recommendations. It is estimated that repeated samplings will be required throughout the year under all weather conditions at 15 sites. The sampling tests are not difficult nor expensive. They can be done in minutes with an inexpensive sampling kit. However, the work is labor-intensive, requiring about 35,000 different samplings at various points over the two years and strict quality control. Based on information in the files, a similar solicitation two years ago resulted in 73 proposals, mainly from commercial laboratories and universities, but also from some 27 clearly unqualified offerors.

**Task:** Based only on this information, what type of acquisition strategy would you recommend?

- a. "Lowest Price Technically Acceptable" because there may be many unqualified offerors to eliminate and there are clearly many offerors who can do the work..
- b. "Best Value" because the Government may NOT be able to accurately predict the costs.
- c. There is no way to tell.

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**Situation:** A Government agency is responsible for a two-lane bridge on the main access road to the agency's facility. The bridge is in urgent need of repair to prevent further deterioration. Unfortunately, the bridge CANNOT be shut down completely during rush hour traffic (6:30 to 8:30 AM and 4:30 to 5:30 PM). Furthermore, the bridge must be used by large trucks carrying oversize loads to a warehouse area and rail siding several times each week. For these reasons, it has been difficult for the Government to estimate how many labor hours the project should require or how often the work must be interrupted. But, it is imperative that the job be completed not later than September 30 (nine months from today).

**Task:** Given only this type of information, what type of acquisition strategy would you recommend?



- a. "Lowest Price Technically Acceptable" because there are probably many offerors who can repair a bridge.
- b. "Best Value" (Cost Plus Fixed Fee) because the Government cannot predict costs accurately.
- c. "Best Value" (Cost Plus Incentive) because the Government cannot predict costs accurately and can provide an incentive to finish by a certain date.
- d. It makes no difference because costs will be the same.

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SOLUTION SHEET  
CLO 3/6

You should have chosen “a.” because although there are many potential offerors, recent experience indicates that many of these offerors may NOT be qualified and you will have to weed them out before seriously considering price.

You should have selected “c,” the “Cost Plus Incentive” strategy because, in this case, the Government cannot predict fairly accurately how many labor hours the project will require, but must have the work completed by a certain date, regardless of delays. One good way to do this is to provide a strong incentive to the contractor to complete the work for a financial incentive by a certain date.

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 3-35  T/R p. 3-35 	<b>Steps In Presenting The Topic</b>  One method to weight the evaluation factors relative to price is the three-step method for weighting evaluation factors.  Slide 20  <div style="border: 1px solid black; border-radius: 15px; background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>WEIGHTING EVALUATION FACTORS   P. 3-35</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>1. ASSIGN RELATIVE WEIGHTS TO FACTORS. START WITH LEAST IMPORTANT FACTOR.</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>2. ASSIGN RELATIVE WEIGHTS TO SUBFACTORS. START WITH LEAST IMPORTANT SUBFACTOR.</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>3. "NORMALIZE" THE WEIGHTS.</b></p> </div> </div> Step 1: Start with the least important major factor and assign a weight of 10. Go to the next factor and assign its weight relative to the previous factor.  Step 2: Within each factor, start with the least important subfactor and assign a weight of 10. Follow the same procedure as in Step 1.  Step 3: Normalize the weights.   <b>Warn</b> the students NOT to confuse this numerical weighting scheme with the use of a numerical scoring method with the multiple distinctions of merit decisional rule when evaluating proposals.	<b>Instructor Notes</b>






<b>TOPIC:</b>	Previous Day Review	
<b>REF:</b>	Chapter 3	
<b>TIME:</b>	8:00 am—30 minutes	
<b>METHOD:</b>	Questions and discussion	
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>What is the FAR requirement for evaluators factors? <i>The FAR requires a list of significant factors and subfactors in relative order of importance.</i></p> <p>What are 4 criteria for evaluation factors? <i>Evaluation factors must be independent, consistent, limited in number and relevant.</i></p> <p>How do we begin the development of evaluation factors? <i>SOW</i></p> <p>What are the categories of evaluation factors? <i>technical and business</i></p> <p>What are the levels of evaluation factors? <i>factor, subfactor, and element</i></p> <p>What is an evaluation standard? <i>A predetermined level of merit against which proposals are measured.</i></p> <p>What are 2 types of evaluation factors? <i>Go/No-Go and Multiple Distinctions of Merit</i></p> <p>Define what it means to say that evaluation factors must be reliable and valid? <i>A factor is reliable if it can be applied consistently and a factor is valid when it measures what it is suppose to measure.</i></p>	


<b>TOPIC:</b> Previous Day Review		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>How do we do risk analysis?  <i>Have the offeror submit a detailed risk analysis plan with specific recommendations to minimize the impact of those risks</i></p> <p>.</p> <p>Low risk yields which approach?  <i>Lowest price technically acceptable proposal</i></p> <p>High risk yields which approach?  <i>Best value</i></p> <p>How do we describe the relative importance of factors?  <i>Priority statements and numerical relationships</i></p> <p>What decisional rules do we use?  <i>Go/No-Go and Multiple Distinctions of Merit</i></p> <p>Identify 3 types of scoring/rating methods?  <i>Adjectival, color coding, and numerical</i></p> <p>What must we do prior to finalizing factors?  <i>Review the factors with the user.</i></p> <p>How do we incorporate factors into the solicitation?  <i>You MUST list all factors in Section M of the RFP.</i></p>	

<b>TOPIC:</b>	How to Develop Evaluation Factors
<b>REF:</b>	Text/Reference 3.10
<b>OBJECTIVE:</b>	How to determine factors to be evaluated by the Multiple Distinctions of Merit Decisional Rule
<b>TIME:</b>	8:30 pm—45 minutes
<b>METHOD:</b>	Lecture/Discussion and Practical Exercise

### LESSON PLAN

Ref. T/R p. 3-38 to 3-45	Steps In Presenting The Topic	Instructor Notes
	<p><b>Step 7: How to determine factors to be evaluated by the Multiple Distinctions of Merit Decisional Rule</b></p> <p>After the factors have been ranked, the students will need to decide how important each factor is to the acquisition and in what way. Is this factor crucial to the acquisition such that if this factor is missing the proposal is to be rejected, or is this a factor that may have a minimum requirement for acceptance but exceeding the minimum is more desirable? These decisions are called decisional rules.</p>	
	<p>What is a decisional rule?</p> <p><b>Answer:</b> A decisional rule is the methodology of how you evaluate the factors and subfactors.</p>	
	<p>Ask the students what these two basic ways in which decisions regarding merit are called.</p> <p><b>Answer:</b> Decisions are made by two basic types of decisional rules: (1) Go/No Go and (2) Multiple Distinctions of Merit.</p>	
	<p>Ask the students what is a “Go/No Go” decisional rule.</p> <p><b>Answer:</b> A “Go/No Go” rule specifies that a certain standard for selection is either met or it is NOT. There is no partial credit for less than meeting the standard. Nor is there extra credit for exceeding the standard.</p>	

TOPIC: How to Develop Evaluation Factors																						
LESSON PLAN																						
Ref.	Steps In Presenting The Topic	Instructor Notes																				
T/R 3-38 <div>?</div>	<p>Ask the students what is a Multiple Distinctions of Merit decisional rule.</p> <p><b>Answer:</b> A Multiple Distinctions of Merit rule evaluates the proposal according to the standard and gives extra credit for exceeding the minimum requirement. In other instances, a minimum is NOT established. In these instances, an acceptable range of variation is used.</p>																					
T/R p. 3-41 <div>?</div>	<p>Ask the students to identify the three types of rating/scoring methods used with assessments of merit.</p> <p><b>Answer:</b> (1) Numerical (2) Adjectival (3) Color coding</p>																					
<div>?</div>	<p>Ask for class volunteers to describe each of these methods.</p> <p><b>Answer:</b> <i>Numerical:</i> a numerical point score is assigned to each factor. Each factor is awarded a portion of these points based on merit. The total point scores for each factor is the total score for the proposal.</p> <p><i>Adjectival:</i> Evaluation of each factor is expressed by a word description such as: exceptional, acceptable, marginal, and unacceptable. This method is usually used when there are relatively few offerors and it is satisfactory to put factors in general categories.</p> <p><i>Color:</i> This is a variation of the Adjectival Method in which colors represent the various levels of scoring.</p> <p>The following table shows these various rating methods:</p>																					
T/R p. 3-43	<table><tr><th>NUMERICAL</th><th>COLOR</th><th>ADJECTIVE</th><th>DEFINITION</th></tr><tr><td>90 - 100</td><td>Blue</td><td>Exceptional</td><td>Exceeds specified performance or capability in a beneficial way to the agency and has high probability of satisfying the requirement; has no significant weakness.</td></tr><tr><td>70 - 90</td><td>Green</td><td>Acceptable</td><td>Meets evaluation standards; has good probability of satisfying the requirement; any weaknesses can be readily corrected.</td></tr><tr><td>60 - 70</td><td>Yellow</td><td>Marginal</td><td>Fails to meet evaluation standards; has low probability of satisfying the requirement; has significant deficiencies.</td></tr><tr><td>0 - 60</td><td>Red</td><td>Unacceptable</td><td>Fails to meet a minimum requirement; deficiency requires a major revision to the proposal to make it correct.</td></tr></table>	NUMERICAL	COLOR	ADJECTIVE	DEFINITION	90 - 100	Blue	Exceptional	Exceeds specified performance or capability in a beneficial way to the agency and has high probability of satisfying the requirement; has no significant weakness.	70 - 90	Green	Acceptable	Meets evaluation standards; has good probability of satisfying the requirement; any weaknesses can be readily corrected.	60 - 70	Yellow	Marginal	Fails to meet evaluation standards; has low probability of satisfying the requirement; has significant deficiencies.	0 - 60	Red	Unacceptable	Fails to meet a minimum requirement; deficiency requires a major revision to the proposal to make it correct.	
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<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. PE 3-18 	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 3/7 (Determine factors to be evaluated by the Multiple Distinctions of Merit Decisional Rule). Allow 10 minutes for the students to do the exercise, then ask for volunteers to give the answers. (Allow 10 minutes for discussion.)	

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**CLO 3/7, Determine Factors to be Evaluated by the Multiple Distinctions of Merit Decision Rule**

**Situation:** You are reviewing an urgent requirement for the acquisition of a new disposable protective clothing to be used by hazardous waste disposal and handling personnel. This new protective clothing is far superior to older materials in lightness, comfort, protection and durability. Unfortunately, it is four times as expensive as the older clothing and very difficult and time-consuming to manufacture in a consistent manner that meets specifications. Market research shows that at least nine different small specialized manufacturers appear capable of producing this type of protective clothing, but it is not certain if any of them can produce the quantity required in the time allowed. The Government estimates that a total of at least 50,000 such protective suits are required as soon as possible, but not later than six months from the date the contract is signed. An additional 50,000 disposable protective suits may be needed within 12 months.

The following factors have been proposed for evaluation of offers:

- a. Cost
- b. Compliance with quality control program (to ensure uniformity/consistency)
- c. Capacity (to produce suits within six months )

**Task:** Based only on this information, which of these proposed factors (if any) might be evaluated by the multiple distinctions of merit rule?

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## SOLUTION SHEET



### CLASSROOM LEARNING OBJECTIVE 3/7

**Answer to Task:** The offeror's capacity for production and delivery is the one factor that might be evaluated by the multiple distinctions of merit rule. Note that it is a matter of urgency that the Government obtain the first increment of 50,000 protective suits within six months. An offeror who can deliver the required clothing sooner will exceed the performance capability in a way that is beneficial to the Government and, all other things being equal, should receive a higher evaluation than other offerors on this factor. Capacity becomes even more important if the Government decides to issue a follow-on procurement for another 50,000 protective suits.

<b>TOPIC:</b>	How to Develop Evaluation Factors
<b>REF:</b>	Text/Reference 3.11
<b>OBJECTIVE:</b>	How to determine factors to be evaluated by the Go/No-Go Decisional Rule
<b>TIME:</b>	9:15 am—15 minutes
<b>METHOD:</b>	Lecture/Discussion and Practical Exercise

LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 3-46 to 3-50	<p><b>Step 8: How to Determine Factors to be Evaluated by the Go/No-Go Decisional Rule</b></p> <p>This step is where the “lowest price technically acceptable proposal” and “best value” rejoin in the process of developing evaluation factors. Determine which factors are to be evaluated by the “Go/No-Go” decisional rule.</p> <p>Ask for a class volunteer to define what a “Go/No Go” factor is.</p> <p><b>Answer:</b> A Go/No Go factor is one that must be met, without it the proposal is fatally flawed. However, exceeding the requirement is to no advantage for the acquisition, therefore, no additional credit is given.</p>	
	<p>Ask the class to give examples of Go/No Go factors.</p> <p><b>Answer:</b> Page 3-47 of the Text/Reference gives a list of examples.</p>	
T/R p. 3-48	<p>Ask for a class volunteer to distinguish between a “standard of responsibility” and a “special standard of responsibility.”</p> <p><b>Answer:</b> A “standard of responsibility” is the level of offeror capability required by the Government under normal circumstances. “Special standards of responsibility” are the greater level of offeror capability required by the Government in acquisitions with higher than usual risk.</p>	



<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
<p>T/R p. 3-49</p> <p></p>	<p>Why is responsibility an issue?</p> <p><b>Answer:</b> Page 3-49 of the Text/Reference.</p> <p>Ask the class to give examples of special standards of responsibility and to explain why they are special.</p> <p><b>Answer:</b> Page 3-48 of the Text/Reference gives a list of examples.</p> <p><b>Practical Exercise</b> Have the class turn to practical exercise for CLO 3/8 (Determine factors to be evaluated by the Go/No-Go Decisional Rule). Allow 5 minutes for the students to do the exercise, then ask for volunteers to give the answers. (Allow 5 minutes for discussion.)</p>	
<p>T/R p. PE 3-20</p> <p></p>		

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**CLO 3/8, Determine Factors to be Evaluated by the Go/No-Go Decisional Rule**

**Situation:** Note—this situation is a continuation of the preceding situation.

**Task:** Based only on the available information, which of the proposed factors might be evaluated by the Go/No-Go Decisional Rule?

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## SOLUTION SHEET



### CLASSROOM LEARNING OBJECTIVE 3/8

**Answer to Task:** You should select Factor b - compliance with a quality control program, as a factor to be evaluated by the Go/No-Go decisional rule. You should recall that ***Cost or Price is never a Go/No-Go factor in source selection!***

The offeror's capacity for production and delivery might be a factor which could be evaluated by the Go/No-go decisional rule, if, for example, the offeror was required to prove familiarity with a very complex manufacturing process. The Go/No-Go decisional rule might also be applied if sustained rate of production such as "50,000 sets per month" was a factor. An offeror that could not guarantee at least that minimum rate of performance would receive a "No-Go."

The presence of a "Quality Control" or "Quality Assurance" program is often a factor selected for Go/No-Go evaluation. Such a program is often crucial to the compliance with stringent design or performance specifications and cannot be set up overnight. Either the offeror already has such a program which meets Government standards, or it is too late to start setting one up in time to meet the requirement. In this case, it is the correct choice. However, if a small business is involved, remember to obtain a Small Business Determination before you find the offeror unacceptable.

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>REF:</b> Text/Reference 3.12		
<b>OBJECTIVE:</b> Prepare for discussions with the Requiring Activity and reach agreement with requiring activity		
<b>TIME:</b> 9:30 am—20 minutes		
<b>METHOD:</b> Lecture/Discussion and Practical Exercise		
LESSON PLAN		
<b>Ref.</b> T/R p. 3-51	<p align="center"><b>Steps In Presenting The Topic</b></p> <p><b>Step 9—Prepare for Discussions with the Requiring Activity and Reach Agreement with Requiring Activity</b></p> <p>After having drafted the evaluation factors, discuss them with the requiring activity to get its concurrence.</p> <p> Ask for a class volunteer to give the purpose of the discussion with the requiring activity.</p> <p><b>Answer:</b> The purpose of these discussions is to reach agreement that the evaluation factors proposed for this acquisition are valid, reliable and relevant and will achieve the purpose of identifying the best offeror to do the job.</p> <p> Ask for a class volunteer to describe a summary outline and tell what its purpose is.</p> <p><b>Answer:</b> It is a summary analysis of all the strengths and weaknesses of the proposed evaluation factors and a list of questions you still need to clarify. It is used to facilitate the discussions with the requiring activity.</p>	<b>Instructor Notes</b>

<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 3-53 	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. PE 3-21 	<p>Ask for a class volunteer to tell what should be done after the discussions have come to conclusion and the evaluation factors are finalized.</p> <p><b>Answer:</b>  After the discussions are over and the evaluation factors have been finalized, you should prepare a memo documenting the factors and the agreed upon changes.</p> <p><b>Practical Exercise</b>  Have the class turn to practical exercise for CLO 3/9 (Prepare for discussions with the requiring activity). Allow 10 minutes for the students to do the exercise, then ask for a class volunteer to give the answer. Ask if there is any disagreement. Discuss. (Allow 5 minutes for discussion.)</p>	

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**CLO 3/9 Prepare for discussions with the requiring activity.**

The following exercise is to provide practice in preparing for discussions with the requiring activity.

**Situation:** You are a contract specialist reviewing evaluation factors prior to a discussion with the requiring activity. The acquisition involves five very large waste water disposal pumps for treatment and recycling of water at a Government facility. This is part of a Government-wide program to meet mandatory new national environmental standards. Similar procurements within the past five years have been very troublesome, *with most of the pumps breaking down after only 12,000 hours of operation*. Market research shows there are only three known manufacturers of these pumps in the United States. One of these three manufacturers has provided all of the replacement pumps under this program on the basis of lowest cost, over the past five years. The requiring activity is concerned that the new pumps should operate at least 25,000 hours MTBF (mean time between failure), with interruption only for minor maintenance, such as lubrication or filter replacement. The requiring activity has proposed the following technical evaluation factors:

1. Ease of Installation - (must be installed within 72 hours to replace existing pumps), worth 40% of the evaluation weight.
2. Ease of Operation - (must not require more than 2 days of training per operator), worth 30% of the evaluation weight
3. Ease of Maintenance - (must require less than 15 minutes for filter change or lubrication), worth 30% of evaluation weight.

**Task:** You are now preparing for your summary outline for discussions with the requiring activity. Based only on this information, what would you recommend?

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## SOLUTION SHEET

### CLASSROOM LEARNING OBJECTIVE 3/9

**Answer to Task:** As you prepare your summary outline, keep in mind that you are obligated to point out not only the strengths, but also the weaknesses of the proposed evaluation factors. In this case, it seems that the requiring activity may be setting itself up for more trouble, because there appears to be no evaluation factor that will account for the major problem, the too frequent breakdown of the pumps. If the one manufacturer has won on the basis of low price before, it will likely do so again, so there should be an evaluation factor based on a design or performance specification to address the major concern, frequent breakdowns. Note that none of the proposed technical evaluation factors address this problem. At a minimum, you should suggest in the summary outline that the requiring activity propose either an evaluation factor or develop a performance specification that addresses this concern.

If you feel strongly that the proposed evaluation factors are NOT sufficient, you may state your objections/recommendations in writing and request that management of the requiring activity review them and sign as to concurrence or nonconcurrence. Save this document in your contract file.

**TOPIC:** How to Develop Evaluation Factors  
**REF:** Text/Reference 3.13  
**OBJECTIVE:** Incorporate Technical/Business Factors in the Solicitation  
**TIME:** 10:05 am—30 minutes  
**METHOD:** Lecture/Discussion and Practical Exercise

### LESSON PLAN

**Ref.**

T/R  
p. 3-54



#### Steps In Presenting The Topic

##### Step 10: Incorporate Technical/Business Factors in the Solicitation

Ask for a class volunteer to tell when you are ready to incorporate the technical and business factors into the solicitation.

##### Answer:

Only after there is agreement with the requiring activity as to the exact factors and standards to be used, and after the SSA approves your rationale in the Source Selection Plan.

Point out to the class that a useful technique for developing the solicitation is to create an *evaluation matrix*.

Slide 21



T/R  
p. 3-54



#### EVALUATION MATRIX

P. 3-54

EXAMPLE OF EVALUATION MATRIX				
AREA	FACTORSS	UBFACTORS	ELEMENTS	SCORE
Cost				
Technical Capability	• Understanding Requirement	• Production	• Production Plan • Waste Mgmt Plan	
	• Quality Control	• Inspection	• Pollution Control • Stoppage Control	
		• Acceptance Testing	• Statistical Monitoring • User Testing	
Business Management	• Overall Mgmt	• Site Location	• Time to Relocate • Total Sites	
		• Mgmt Reports	• Time/Materials Reports • Process Reports	



Ask for a class volunteer to give the aim of the submission instructions

##### Answer:

- complete and thorough
- NOT overly long, complex, or restrictive
- help the offerors in their writing tasks
- help the evaluators apply the evaluation factors

**Instructor Notes**



<b>TOPIC:</b> How to Develop Evaluation Factors		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 3-55 	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. PE 3-22 	<p>Ask for class volunteers to tell what are some of the most common items that are prescribed in submission instructions.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• number of volumes</li> <li>• front matter</li> <li>• font and typesetting</li> <li>• spacing</li> <li>• other layout instructions</li> </ul> <p><b>Practical Exercise</b></p> <p>Have the class turn to practical exercise for CLO 3/10 (Incorporate technical/business factors in the solicitation). Allow 15 minutes for the students to do the exercise in groups, then ask for a class volunteer to give the answer. Ask if there is any disagreement. Discuss. (Allow 5 minutes for discussion.)</p>	

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**CLO 3/10, Incorporate Technical / Business Factors in the Solicitation.**

**Situation:** A certain acquisition will be made for complex, large scale, high quality training services support, to include engineering, logistics, production, maintenance, and manpower technical services on a cost plus fixed fee basis. The total estimated level of effort will be 275,000 labor hours. The contract will be for one base year, plus four optional years.

The requiring agency insists on a quality assurance plan, in accordance with MIL-STD- 1397D, an organization plan, resumes of key personnel and adequate resources, including a staffing and recruiting plan, and a facility and equipment plan.

The SSA has decided this will be a “best value” acquisition and he is concerned that the successful offeror must have the sufficient resources to meet the requirement.

In order to meet all the concerns, the requiring activity has proposed the following technical and business factors for evaluation and incorporation into the solicitation, in descending order of importance:

- A - Technical Understanding
- B - Management Approach (including a quality assurance plan, organization plan, security plan, and task management plan)
- C - Resources (including resumes of key personnel and a staffing and recruiting plan)
- D - Corporate Experience (including evidence of experience on similar projects)

**Task:** Your assistant has drafted the attached description of the evaluation instructions for incorporation into the solicitation and brought them to you for review. Based only on this information, would you approve the draft instructions for incorporation into the solicitation? Does this proposed draft provide enough information to the offerors on the application of the rating factors? If not, why not?

**Proposed Evaluation Factors for Inclusion Into Section M of Solicitation:**

Section M.....

**“Evaluation Factors.** These factors are listed in descending order of importance. It is noted that Factor A is weighted two and one-half times as much as the individual weights for Factors B and C, which are equally weighted. Factor D is one-half the individual weight for Factors B and C. Cost (Factor E) is an evaluation factor, but is not weighted in the same manner as the four technical factors. If technical equivalency is established between offers at any time after receipt of proposals, award may be made solely upon total evaluated cost.

It is noted that exceptional features of innovations proposed will be evaluated to determine the benefit to the Government, and if warranted, additional credit will be given the appropriate technical proposal factor, excluding Corporate Experience.”

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**A. Technical Understanding** - The offeror's technical understanding and approach will be evaluated on the basis of the following:

1. The level of understanding of, and the problems inherent in, performing the types of tasks specified in the Statement of Work (SOW) in Section C.
2. The quality, comprehensiveness, and feasibility of the methods or plans proposed to accomplish the tasks specified in the SOW and the application of your understanding and corporate experience to accomplishing the tasks.

**B. Management Approach** - The offeror's management structure and organization will be evaluated on the basis of the following:

1. The quality, comprehensiveness, and feasibility of the quality assurance plan will be evaluated to ensure the requirements of MIL-STD-1379D are met.
2. The quality, comprehensiveness, and feasibility of the contract accomplishment strategy, including the security plan, approach for application of innovative quality leadership, productivity enhancement, and cost reduction methods and techniques.
3. The quality, comprehensiveness, and feasibility of the proposed organization plan, including rationale for proposed organizational structure and levels of supervision; sources of administrative support, and lines of communication will be evaluated.
4. The quality, comprehensiveness, and feasibility of the task management plan.
5. The quality, comprehensiveness, and feasibility of methods of approach to successfully respond to workload fluctuations.
6. The offeror's ability to provide quality, leadership and to comply with written instructions, as demonstrated by the quality, comprehensiveness, organization, and narrative presentation in the submitted technical proposal.

**C. Resources.** The offerors' proposed resources will be evaluated on the basis of the following:

1. The quality and depth of experience for labor categories for which resumes are submitted. Personnel capabilities, as evidenced by the submitted resumes, will be compared to the desired qualifications set forth in Section C, para 5.0. Those resumes for personnel with qualifications in excess of the desired qualifications will receive additional credit if considered to be of value to the Government. Likewise, those resumes providing personnel whose qualifications reflect less than the desired qualifications will receive a lower rating. The minimum personnel requirements listed in Section C, 5.0, will be considered mandatory for the labor categories for which resumes are not required.

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2. The quality, comprehensiveness, and feasibility of the staffing and recruiting plan for providing and maintaining qualified personnel.

3. The quality, comprehensiveness, and feasibility of the contractor's support. concepts, including the facility and equipment plan and phase-in plan.

**D. Corporate Experience.** The quality, comprehensiveness and applicability of experience in performing work and solving problems on contracts of a similar nature within the past two (2) years. Note: More credit may be given for extensive experience."

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## SOLUTION SHEET

### CLASSROOM LEARNING OBJECTIVE 3/10


**Answer to Task:** No, you could NOT approve this draft for incorporation into the Solicitation. This draft does NOT contain enough descriptive information in the evaluation factors. In addition, some of the information in the evaluation factors is redundant. Also, the statement of relative importance could be improved.







<b>TOPIC:</b>	Chapter 4 – Learning Objectives	
<b>REF:</b>	Text/Reference Page 4-2	
<b>TIME</b>	10:35 am—5 minutes	
<b>METHOD:</b>	Lecture	
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 4-2	<b>Steps In Presenting The Topic</b>  Tell the students that Chapter 4 covers their role in the technical evaluation of the proposals.  The learning objectives for this chapter are:  1. Instruct technical evaluators.  2. Analyze technical evaluation reports, and based on that analysis, determine the need (if any) to: <ul style="list-style-type: none"><li>• Continue fact finding</li><li>• Contact the technical evaluators for follow-up questions on reports</li><li>• Accept the report</li><li>• Amend or cancel the RFP</li><li>• Continue with the acquisition</li></ul> 3. Brief the Source Selection Evaluation Board (SSEB) on Procedures for reviewing and analyzing technical proposals  4. Obtain and critique SSEB recommendations.	<b>Instructor Notes</b>

<b>TOPIC:</b>	Technical Evaluation		
<b>REF:</b>	Text / Reference p. 4-4		
<b>TIME:</b>	10:40 am—5 minutes		
<b>METHOD:</b>	Lecture		
<b>LESSON PLAN</b>			
<div><div><b>Ref.</b> T/R p. 4-4</div><div></div></div>	<div><div><b>Steps In Presenting The Topic</b></div><div>Slide 22</div><div><div><div><b>MAJOR TASKS IN BEST VALUE AWARD</b></div><div><div><div><div><div>When Award Is Based on Best Value</div><div>4.1 Instruct Technical Evaluators</div><div>4.2 Obtain and Review Technical Report</div><div>4.3 Brief Source Selection Panel</div><div>4.4 Review Source Selection Panel's Recommendations</div></div></div><div>P. 4-4</div></div></div></div><div><p>This slide shows the major tasks in a “best value” source selection. As an overview and introduction to the chapter, read off each task.</p></div></div></div>	<div><b>Instructor Notes</b></div>	



<b>TOPIC:</b>	Instruct Technical Evaluators	
<b>REF:</b>	Text / Reference 4.1	
<b>OBJECTIVE:</b>	Instruct Technical Evaluators	
<b>TIME:</b>	10:45 am—40 minutes	
<b>METHOD:</b>	Lecture/Discussion	
<b>LESSON PLAN</b>		
<b>Ref.</b>  T/R p. 4-5 <div></div>	<b>Steps In Presenting The Topic</b>  <b>When to instruct the Technical Evaluators:</b>  Ask for a class volunteer to tell when the technical evaluators must receive their instructions.  <b>Answer:</b> You <b>MUST</b> provide instructions to the technical evaluators <u>before</u> they are permitted to see the offerors’ technical or business proposals.	<b>Instructor Notes</b>

<b>TOPIC:</b> Instruct Technical Evaluators		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 4-6 	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>Ask for class volunteers to tell what the format and content of the instructions are.</p> <p>Format: formal and written</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Clear and complete guidelines for evaluating the technical and business proposals.</li> <li>• A statement of all the responsibilities of the evaluators, including responsibility for safeguarding data from unauthorized disclosure.</li> <li>• A requirement for the evaluators to factually support their determinations and conclusions.</li> <li>• A statement that any findings on technical acceptability or merit must be based solely on provisions and clauses of the RFP.</li> <li>• Supply the Evaluators with the forms to be used in the evaluation. (Note: the actual forms to be used for technical evaluation will vary by Government agency. Samples of several evaluation formats are provided in this chapter. Realize that you may have to provide time for the evaluators to be trained on the various forms.)</li> <li>• A reminder to have Procurement Integrity Certificates and nondisclosure forms for the acquisition on record.</li> </ul> <p> Point out common problems that occur in evaluations:</p> <ul style="list-style-type: none"> <li>• Intrusion of evaluator bias—use standards to avoid this</li> <li>• Lack of dedication to evaluation on a consistent basis</li> <li>• Technical evaluators are NOT always familiar with the acquisition process</li> </ul> <p> Call the students attention to the example of instructions to the technical evaluators on page 4-7 and the sample briefing on page 4-8 and 4-9. Ask if there are any questions concerning these examples.</p>	

TOPIC: Instruct Technical Evaluators		
LESSON PLAN		
Ref. T/R p. PE 4-1 	Steps In Presenting The Topic	Instructor Notes
	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 4/1 (Instruct technical evaluators). Divide the students into groups and have each group read the attached solicitation, then prepare a briefing outline. Reconvene the class and have each group present its briefing to the class. (Allow 20 minutes for exercise and 10 minutes for discussion.)	

**CLO 4/1—Instruct technical evaluators.**

The following practical exercise is to provide practice in the preparation of instructions to technical evaluators.

**Situation:** You are scheduled to instruct technical evaluators in the preparation for their evaluation of technical proposals. The solicitation is for training services to (1) develop the curriculum and all necessary training materials for a 5-day training course on the new Load and Resistance Factor Design (LRFD) for bridges on federal property, and (2) to conduct up to ten regional pilot training courses and revise course materials and course schedules, and (3) to conduct up to 50 regular course presentations.

This solicitation is urgent because of recent highly publicized bridge failures on federal property which have resulted in a number of fatalities and injuries. However, there is considerable evidence that many Government engineers are not sufficiently familiar with the application of LRFD during routine bridge inspections. This is despite several highly criticized “refresher” courses in bridge inspection techniques over the past several years.

Assume that you have been given the following:

1. A copy of the solicitation (extracts are attached)
2. A copy of the agency's instructions (Standard Operating Procedures) prepared earlier (an extract is attached).
3. Copies of the technical proposals (simulated)

**Task:** Given only this information, prepare a briefing outline and be prepared to present a briefing (NOT to exceed ten minutes) to the technical evaluators.

## PART I

### SECTION B - SUPPLIES OR SERVICES AND PRICES/COSTS

The contractor shall furnish all necessary facilities, materials, and personnel and shall perform all services necessary to develop the curriculum and all necessary training material to conduct a series of training courses on Load and Resistance Factor Design (LRFD) for bridges on federal property.

The total estimated amount for the performance of Tasks A,B, C, D, F, and H is \$ \_\_\_\_\_ which consists of the estimated cost of \$ \_\_\_\_\_, and a fixed fee of \$ \_\_\_\_\_.

The firm fixed price for the pilot presentations in Task E is \$ \_\_\_\_\_ at \$ \_\_\_\_\_ per presentation (maximum of 10 courses). The firm fixed price for the course presentations in Task G is \$ \_\_\_\_\_ at \$ \_\_\_\_\_ per presentation (maximum of 50 courses). (The minimum number of courses that will be ordered is 25.)

All travel shall be reimbursed at cost in accordance with the Travel and Per Diem clause (reference Section G). Travel and per diem shall not exceed \$ \_\_\_\_\_.

A cost-reimbursement contract is anticipated as a result of this solicitation.

### SECTION C - DESCRIPTION/SPECIFICATIONS/STATEMENT OF WORK

#### STATEMENT OF WORK

#### CONTRACT OBJECTIVES

The objectives of this requirement are: (1) to develop a curriculum and all necessary supporting training materials for a 5-day training course on Load and Resistance Factor Design (LRFD) for bridges on federal property, (2) to conduct up to ten regional pilot training courses and revise course materials and course schedules, and (3) to conduct up to 50 regular course presentations.

#### SCOPE OF WORK

A technical working group of bridge and civil engineers shall be convened to assist with determining the course curriculum and interpret the application of pertinent LRFD specifications. The course outline and detailed schedule shall be developed including topics to be covered and length and depth of coverage for each. All course training materials including visual aids, example design problems, instructors' guides, student notebook and pertinent design specifications shall be developed or provided. Pilot courses using draft course materials shall be conducted. Course materials shall be revised based on comments received at the pilot courses. Up to 50 course presentations shall be conducted. Course materials shall be periodically revised, based on results of the course presentation.

#### DELINEATION OF CONTRACTOR TASKS

In order to accomplish the contract objectives, the Contractor shall, as a minimum, perform the following Tasks:

1. Select representatives of federal, state, or local agencies in consultation with the COTR to serve as a technical working group (TWG) to evaluate the need for training in the LRFD method of bridge design and to review the draft course outline, schedule and materials.

2. Attend the Trial Design Meeting in Washington, D.C. The meeting is tentatively scheduled to be conducted in October or November of 199X. The COTR will furnish the exact time, date, and location of the meeting well in advance.
3. Develop a Plan to meet with the technical working group and the COTR two times for the purpose of providing comments and recommendations on the direction of the project and the content of the course materials as described in Task C below. Each meeting shall be approximately 1-1/2 days in length.
4. Furnish five copies of the plan to the COTR on or before 1 month following the effective date of the contract, Furnish a copy to the Contracting Officer. The Government will review the plan and the COTR will provide written comments thereon within 2 weeks following receipt. The Contractor shall revise the plan to reflect the Government's review comments.

#### TASK B - Develop Course Outline and Schedule

1. Develop a training course outline and schedule. The training course outline and schedule shall address the overall course objectives and the proposed approach and techniques for presenting the course. It shall be broken down into major subject areas and subunits outlining the instructional and learning objectives of each subject area and shall present the proposed presentation length. The course outline shall provide for active participation of the attending individuals.

The training course shall, as a minimum, cover the following topics:

- a. Introduction/background of the new LRFD Bridge Design Code.
- b. Loads, load factors, and structural analysis.
- c. Concrete structures.
- d. Steel structures.
- e. Abutments, piers, and walls.

Foundations shall not be covered as a part of this training course.

2. Furnish eight copies of the training course outline and schedule to the COTR on or before 1 month following the effective date of the contract. Furnish one copy to the Contracting Officer. The Government will review the course outline and schedule and the COTR will provide written comments thereon within 3 weeks following receipt. Revise the course outline and schedule to reflect the Government's review comments.
3. The Contractor shall provide eight copies of the revised course outline and schedule to personnel attending the first Technical Working Group (TWG) meeting in Task A.
4. Upon completion of the TWG meeting, the COTR will provide to the Contractor additional written comments on the course outline and schedule. The Contractor shall revise the course outline and schedule to reflect the comments. Submit three copies of the final course outline and schedule to the COTR within 2 weeks following receipt of the comments. Submit one copy to the Contracting Officer.

*(continued on next page)*

### TASK C - Technical Working Group Meetings

Schedule TWG meetings at appropriate times in the project schedule for the purposes of: (1) reviewing and finalizing the course outline, schedule and depth and manner of coverage of each approved topic; and (2) conducting an in-depth review of the drafts of all of the course materials including visual aids. The schedule and agenda for each meeting shall be as approved under Task A. It is anticipated that the first meeting will be conducted prior to the completion of Task B and that the second meeting will be held approximately 1 month following the submittal of all draft materials.

The contractor shall be responsible for making all arrangements for the attendance of non-Federal Technical Working Group members at the meetings.

Do not proceed with Task D until receipt of written authorization from the Contracting Officer.

### TASK D - Develop Course Material

1. Upon receipt of written authorization to proceed with Task D, develop the following course material in accordance with the outline approved in Task b. The course material shall, as a minimum, include:
  - a. Example Design Problems
    - (1) Prepare classroom exercise problems to illustrate the application of LRFD method of design to a variety of bridges.
  - b. Student Workbook
    - (1) Develop a workbook that shall include, as a minimum, the following:
      - (a) General course information, including a class schedule, introduction, table of contents, and course objectives.
      - (b) Title, time allocation and objectives for each session.
      - (c) A glossary of all relevant terms.
      - (d) Suggested reading assignments.
    - (2) The student workbook shall contain both an outline and detailed text of the technical material presented in each session. It shall provide space for supplementary note taking and annotation. This will provide the student with an opportunity to retain the formal course material with additional information acquired during discussions.

Illustrative examples (such as example design problems) and reference materials as well as a table of contents) and/or index shall be included to assure the workbook's future usefulness.

Copies of visual aids such as tables and charts shall be included as well as color photographs to ensure complete and effective coverage of the subject matter. Copies of the visual aids shall be of professional quality.

- (3) The workbook shall be developed to be a stand-alone document. It shall be designed so that the participants will have a valuable, user-oriented reference that will provide specific guidance on bridge design and inspection, using the LRFD method. The workbook shall utilize SI (modern metric) as the principal system of measurement.

*(continued on next page)*

## c. Instructor's Guide

- (1) The Instructor's Guide shall support the Workbook and provide all additional information needed by an instructor of the course. It shall tie text material, visual aids, classroom exercise problems, etc, into a logical sequence. The Instructor's Guide shall be organized in a manner similar to the Workbook and shall be self-contained.
- (2) The Instructor's Guide shall thoroughly describe the procedures for setting up and teaching the course. It shall contain lesson plans and lecture notes for teaching each session. Supporting materials shall either be incorporated directly or cross-referenced. Case histories shall be described in detail.
- (3) The same sequence for presenting the course shall be used in the Instructor's Guide as it is in the Workbook with lecture notes annotated by additional materials to cover points that may come up during discussions.

The Instructor's Guide shall contain, as a minimum:

- (a) Title
- (b) An introduction describing the format used.
- (c) Training objectives and suggested teaching methods.
- (d) Course Outline
- (e) A lesson plan for each session, which shall include:
  - (i) Training objectives
  - (ii) Lesson outline
  - (iii) List of references
  - (iv) Inventory of visual aids and equipment needed.
  - (v) Time allocation
  - (vi) Instructions for presenting the material and tailoring it for different groups.
  - (vii) A plan to evaluate the effectiveness of each lesson in meeting its stated objectives.
  - (viii) Lesson lecture notes.
  - (ix) Cross-references to visual aids and handouts.
  - (x) Answers to typical questions, pitfalls to avoid and major lecture points.
  - (xi) Example testing problems and solutions.
- (f) Instructions for evaluation of the course and a copy of the National Highway Institute Course Evaluation Form (Attachment No. 8)
- (g) Copies of any pertinent reference materials that may be of assistance to instructors.

## d. Visual Aids

For each session, the most suitable type of visual aid (or combination of aids) and a narrative of one or two sentences for each visual aid shall be developed and or provided to support and reinforce the subject material. This shall include selecting slides, selecting or shooting photographs for use in the Workbook, and preparing graphs and tables for the Workbook and for overhead transparencies. All visual aids shall be of professional quality.

- (1) Graphic material shall be simple in design and have large bold lettering.
- (2) Slides and overheads shall be designed to be viewed without strain from a distance of 30 feet in a normally lighted room.

*(continued on next page)*



2. On or before 15 weeks after authorization to proceed with Task D, furnish to the COTR three copies of the draft course materials (including one set of complete visual aids). One copy of the draft course materials (excluding visual aids) shall be furnished to the Contracting Officer. The draft course materials shall, as a minimum, include:
  - a. Classroom Exercise Problems.
  - b. Workbook.
  - c. Instructor's Guide
  - d. Visual aids, including narratives.
3. The Government will review the draft course materials and the Contracting Officer will provide written comments thereon to the Contractor within 8 weeks following receipt. Revise the draft course materials to reflect the Government's review comments. Submit two copies of the revised course materials (including a copy of the revised visual aids) to the COTR within 8 weeks after receipt of the Government's review comments. One copy of the revised course materials (excluding visual aids) shall be provided to the Contracting Officer.

#### TASK E - Pilot Presentations

1. Utilizing the draft training materials developed under Task D, conduct up to ten pilot course training course presentations. The actual dates and locations will be established later. The Government will give the Contractor at least 45 days prior written notice as to the exact date and location of each pilot. The schedule for the pilot courses will begin approximately 4 weeks after the submittal of the revised draft of all the course materials.
2. The course material shall be presented in a sequence consistent with the Workbook and Instructor's Guide. There shall be enough variation between lecture, visual aids, and design problems to capture and hold the students' interest.
3. The course will be hosted by a federal, state, or local agency. The host agency will furnish the training facility and will be responsible for selecting and inviting the participants. Approximately 40 participants will be invited to attend. The Contractor will not be responsible for making, or paying for, the travel arrangements for these participants.

For the pilot courses, the Contractor shall, as a minimum, be required to:

- a. Establish contact with the local coordinator at least 30 days prior to the course starting date to determine local conditions that may affect the length or content of the course. This may include, but not be limited to:
  - (1) Adjusting the class hours to match local work hours or preferences.
  - (2) Adjusting the presentation to allow increased/decreased emphasis on certain sessions to accommodate local concerns or problems of interest to host agency personnel.
- b. Arrange for all proposed instructors to be at a pilot course location with each presenting a significant portion of the course. The principal instructor shall present at least one third of the sessions in the pilot presentation.
- c. Secure advance written approval from the Contracting Officer for the use of each instructor. Remove any instructor who performs unsatisfactorily, as determined by the Contracting Officer, and replace each removed instructor with an instructor approved by the Contracting Officer.
- d. The Government reserves the right to disapprove, for the for use in future presentations, any previously approved instructor. Written notice of such disapproval will be provided to the Contractor by the Contracting Officer within 14 days after the course at which the disapproved instructor last taught. Each replacement instructor shall also be approved in writing by the Contracting Officer.

*(continued on next page)*

- e. Provide a minimum of two backup instructors whose qualifications are equal to those of the proposed instructors.
- f. Transport all training aids to the course location. This shall include all items to be used by the instructors, such as overheads, slides, video tapes, etc.
- g. Prepare a daily schedule for each course and furnish a copy to each participant.
- h. Print 50 copies of the Workbook and transport them to each pilot course location. All photographs included in the text shall be printed so as to be easily recognizable.
- i. Utilize a Course Evaluation Form (Attachment No. 9) provided by the Government to obtain feedback from the course participants. Provide one copy of the completed forms to the COTR with a summary of the scores and comments within 1 week after each pilot. Provide one copy of the summary to the Contracting Officer within 1 week after each pilot.
- j. List all participants and provide one copy of to the Contracting Officer within one week after each pilot.

#### TASK F - Final Course Material

1. After completion of the pilots, the Government will review the training course materials. The Contracting Officer will provide to the Contractor within 30 days after the last pilot course, written comments on both the pilot presentations and the course material. The Contractor shall revise the training materials to reflect the Government's review comments.
2. Provide to the COTR within 30 days following receipt of the Government's review comments one reproducible copy and two additional copies of the revised training course materials (including Workbooks and Instructor's Guides) plus one reproducible set of any visual aids. Provide one copy of the transmittal letter to the Contracting Officer.
3. In addition to delivering "hard copies," all training materials shall be furnished on IBM-PC compatible diskettes (MS DOS). The fields that comprise the text-based material shall be in WordPerfect 5.1.

Approval of the final training course material will be provided in writing by the Contracting Officer within 30 days after receipt.

Tasks A through F shall be completed on or before 18 months after the effective date of the contract.

The contractor shall not proceed with Task G without written authorization of the Contracting Officer.

#### TASK G - Course Presentation

1. Upon receipt of written authorization from the Contracting Officer to proceed with Task G, conduct up to 50 complete 5-day (40 hour) course presentations.
2. The Contractor shall be responsible for the same procedures and conditions as required for course presentations in Task E with two exceptions: (1) printing and shipping the participant material will be the responsibility of the Government, and (2) the Contractor shall be responsible for furnishing two instructors, approved by the Government, for the entire length of each presentation.
3. The actual location and time of each presentation will be determined by the Government in consultation with the Contractor, based on requests from the state and local agencies. The Government will give the Contractor at least 30 days prior written notice as to each course date and location. All presentations shall be made within approximately 39 months after the authorization to proceed with Task G. Courses will not be scheduled at a rate of more than 2 per month without prior approval of the Contractor.

*(continued on next page)*

4. A roster of the course participants, completed participant course evaluation form, and a summary of the scores and comments shall be provided in a course presentation report and delivered to the COTR within 15 days after completion of each presentation. Provide one copy to the Contracting Officer.

#### TASK H - Summary Report

1. On or before 30 days following completion of Task G, or upon being informed by the Contracting Officer that no more courses will be scheduled, the Contractor shall prepare and provide to the COTR, three copies of a draft report that briefly summarizes the dates, locations and numbers of participants for all courses. The Contractor's recommendations for revisions to the course and/or training material and recommendations for further training needs shall be included. Provide one copy to the COTR.
2. The Government will review the draft summary report and the Contracting Officer will provide comments to the Contractor within 15 days after receipt. The Contractor shall revise the draft summary report to reflect the Government's review comments and shall deliver to the COTR five copies of the final summary report within 15 days after receipt of the Government's comments. Provide one copy of the final summary report to the Contracting Officer.
3. If revisions or replacements are made to any of the original visual aids used to present the course, a complete set of the final, revised visual aids numbered to correspond to the appropriate course sessions shall be furnished to the COTR at this same time. The Contractor shall include in the report the steps or the plan the State agencies have taken or plan to take to implement the rating system or mitigation techniques and what benefit each State has received from these courses.

PARTS II & III  
INTENTIONALLY OMITTED

## PART IV

### INSTRUCTIONS FOR PREPARATION OF PROPOSAL

In responding to this solicitation, please submit your proposal in separate parts as follows:

A technical dissertation describing in detail how you would proceed if awarded a contract . Include the following elements in your technical proposal (see also the statement of work and the technical evaluation criteria):

- A. Technical and management approach.
- B. Assumptions, deviations and exceptions (as necessary).
- C. Identify technical uncertainties, and make specific proposals for the resolution of any uncertainties.
- D. An organized workplan setting forth a specific schedule of the work to be performed as outlined in Section C, STATEMENT OF WORK. The workplan shall be in such a form as to establish a firm schedule of dates for:
  - 1. The start and completion of all activities.
  - 2. Related requirements of manpower.
  - 3. Other resources assignable to each activity.
- E. A general history of the research segment of your firm and a description of your experience in comparable studies.
- F. It is the Government's view that the course should be approximately 5 days in length. However, the offeror should offer whatever it considers to be appropriate for such a training course. Should the course presentation time change after conducting the pilot courses, the cost will be changed (increased or decreased) based upon the hourly cost for conducting the presentations.
- G. The proposal shall name all potential instructors, In the event the Contractor finds it necessary to make changes in the professional staffing (instructors) during the performance of this contract, prior written approval from the Contracting Officer shall be obtained.

### STAFFING PROPOSAL

Provide the names of all personnel and the positions they will occupy as related to this project. The estimated professional and technical staffing shall be provided in staff-months. Biographical summaries of key personnel shall also be included.

NOTE: The staffing information shall be provided on a task by task basis by discipline in accordance with the format identified as Attachment 2, Section J.

The principal investigator shall devote a minimum of 30 percent of his/her normal working time for the completion of Tasks A through F.

The following disciplines and/or expertise are believed to be necessary for the successful completion of this project:

- 1. Bridge Engineering
- 2. Training Development/Instruction

*(continued on next page)*

The Government's estimate of staffing is shown below. The estimates are advisory. The estimates should be used as a general guide and not be considered as a maximum or minimum limit by the offerors in preparing the proposal.

**LABOR ESTIMATE (person-hours)**

TASK/LABOR	A	B	C	D	E	F	G	H	TOTAL
Principal Instructor	32	40	30	360	624	40	2640	4	3770
Co-Instructor	10	10	24	240	624	20	2640	2	3570
Clerk Typist	12	12	8	100	36	24	120	4	316
Admin. and Graphics	10	10	20	80	72	36	60	2	290

## SECTION M - EVALUATION FACTORS FOR AWARD

### EVALUATION CRITERIA

A. Technical proposals will be evaluated on the following criteria, with each factor being of equal importance:

1. Offerors Demonstration of Sufficient resources to Complete the Contract Requirements Satisfactorily and on Schedule.
  - a. Recent practical experience of the Principal Instructor (P.I.) in bridge design using the American Associations of State Highway and Transportation Officials Standard Specifications for Highway Bridges. Familiarity with the new LRFD method. The educational backgrounds and level of effort proposed for the instructor will also be considered.
  - b. Recent relevant experience of the P.I. and other professionals in developing and teaching short courses (up to 5 days) for the purpose of training practicing highway and bridge engineers. This includes developing understandable, useful training materials. The level of effort of each staff member will be considered.
2. Offerors Demonstrations of Technical Competence and Organization.
  - a. Effectiveness and completeness of the technical proposal in illustrating the offeror's understanding of bridge design and how the new specifications will impact the future design of bridges.
  - b. Effectiveness of the technical proposal in demonstrating the offeror's ability to produce clear, informative and easy to understand training material.
  - c. Effectiveness of the technical proposal in demonstrating an understanding of the training objectives and how existing materials will be used to meet those objectives.

### B. Cost

In addition to the criteria listed above, relative cost will be considered in the ultimate award decision. Cost/price proposals will be analyzed to assess realism and probable cost to the Government. The proposed costs may be adjusted, for the purpose of evaluation, based upon the results of the cost realism assessment.

### C. Past Performance

Past performance will be reviewed to assure that the offeror has relevant and successful experience and will be considered in the ultimate award decision. Past performance will be considered a "Go/No-Go" factor and will not receive a point score.

### D. Basis for Award

The Government will accept the offer that is considered the most advantageous to the Government. Of the three factors, (A) technical, (B) cost, and (C) past performance, technical and cost are considered the most important with technical and cost being considered equal. Past performance is of less importance than technical or cost.

## Standard Operating Procedure for Safeguarding Documents During Proposal Evaluation

1. **Purpose.** The purpose of this standard operating procedure is to provide guidance and ensure conformity in the handling of documents in the custody of technical evaluation teams or other personnel involved in the evaluation of proposal information.
2. **Scope.** This SOP applies to all personnel involved in the preparation or handling of solicitations, proposals and contract documents in this agency.
3. **Procedures.** The Contracting Officer or his/her representative will insure that, as a minimum, the following procedures are followed during evaluation of proposals received from offerors:
  - a. All offerors' proposals will be secured in a locked room at the end of the working period. The access to that room will be controlled after normal work hours on weekdays and on weekends. The access key will be controlled by the contracting officer or his/her representative.
  - b. Personnel involved in the evaluation of proposals, or otherwise in the custody of offerors' proprietary information, will not remove such documents from the work space provided and will not remove personnel notes or transcripts from the space provided until authorized to do so by the contracting officer or his/her representative.
  - c. Personnel assigned to evaluate proposals, or otherwise assisting in any way in the evaluation or handling of such proposals, will not divulge or discuss in any way the contents of offeror proposals outside the work space provided for this purpose, nor with any person not a member of the assigned evaluation group or panel, unless as authorized by the contracting officer, or as specified by special markings or covers on the proposals.
  - d. Personnel assigned to evaluate technical and/or business management proposals will NOT be given access to offerors' cost proposal information, unless specifically authorized by the contracting officer.
  - e. In addition, the contracting officer may impose such reasonable restrictions as he/she finds necessary in the handling of offerors' proposal information for a specific solicitation action.





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## SOLUTION SHEET



### CLO 4/1

The effectiveness of your briefing to the technical evaluators will depend largely on your skills as a briefer. You can sharpen these presentation skills by practice, preparation and watching good briefers in action. However, the CONTENT of your briefing should include the following:

1. You should provide to the technical evaluators copies of the technical/business proposals received from the offerors. These proposals should have attached any special markings, covers, or handling instructions which are necessary for this specific solicitation.
2. You must include in your presentation clear and complete guidelines for the evaluation of the proposals. This includes going over, step by step, the evaluation and scoring method to be used, and the recording of such information on the worksheets or forms provided. You should emphasize that:
  - The goal of the technical/business evaluation process is to arrive at the selection of the offer most favorable to the Government on the technical/business evaluation factors.
  - All proposals must be evaluated only against the factors and standards, NOT against one another, nor against one exceptional proposal that stands out.
  - Cost data will NOT be provided to the technical evaluators and will NOT be a consideration in their evaluation.
  - Each person is responsible for the safeguarding of all proposal data from unauthorized disclosure, in accordance with the local procedures and regulations.
  - All proposals must be read and re-read as often as necessary to make sure they are understood before scoring. Identify any ambiguities or misunderstandings that may require clarifications or follow-up questions. All determinations and conclusions must be factually supported. It is essential to document any questions that arise and provide an “audit trail” in case there is a requirement to trace or understand the board’s actions later.
  - All findings on technical acceptability must be based solely on the provisions and clauses of the RFP.

TOPIC:	Sample Forms		
REF:	Text / Reference 4.2		
OBJECTIVE:	Instruct Technical Evaluators		
TIME:	11:25 pm—10 minutes		
METHOD:	Lecture / Discussion		
LESSON PLAN			
Ref. T/R p. 4-10	Steps In Presenting The Topic		Instructor Notes
	The sample forms shown in this section are used to provide an internal audit trail of the technical evaluation.		
	Ask for class volunteers to name the forms and give their purposes.		
	<b>Answer:</b> <ul style="list-style-type: none"><li>• <b>Clarification Request (CR)</b>—used to request additional information from an offeror.</li><li>• <b>Inter-Area Information Transfer</b>—used to request transfer of information from one group of evaluators to another, such as technical to cost.</li><li>• <b>Strong/Weak Points</b>—may be used to explain the particular strong or weak points of any offer and as a “feeder” to the Deficiency Notice.</li><li>• <b>Deficiency Report</b>—discusses any deficiency which <b>MUST</b> be corrected by the offeror to remain in consideration.</li><li>• <b>Risk Assessment</b>—discusses level of risk.</li><li>• <b>Evaluation Narrative</b>—provides evaluation in narrative format.</li></ul>		
	Point out to the class that the information entered on each form must be the consensus for <b>all</b> the evaluators and each evaluator must be willing to stand behind that information.		
	Ask if there are any questions concerning these forms.		

<b>TOPIC:</b>	Obtain and Review Technical Report		
<b>REF:</b>	Text / Reference 4.3		
<b>OBJECTIVE:</b>	Analyze technical evaluation reports, and based on that analysis, determine the need (if any) to: <ul style="list-style-type: none"><li>• Continue fact finding</li><li>• Contact the technical evaluators for follow-up questions on reports</li><li>• Accept the report</li><li>• Amend or cancel the RFP</li><li>• Continue with the acquisition</li></ul>		
<b>TIME:</b>	12:35 pm—50 minutes		
<b>METHOD:</b>	Lecture/ Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<div>Ref. T/R p. 4-18 </div>	<div>Steps In Presenting The Topic</div> <div>Slide 23</div> <div><div><div><b>PURPOSES OF TECHNICAL EVALUATION</b></div><div>P. 4-18</div><div><div>1. IT IDENTIFIES THOSE OFFERS WHICH CLEARLY DO NOT MEET THE GOVERNMENT'S REQUIREMENTS</div><div>2. IT IDENTIFIES THOSE OFFERS WHICH CLEARLY DO MEET THE GOVERNMENT'S REQUIREMENTS</div><div>3. IT IDENTIFIES DEFICIENCIES AND PROBLEMS IN THE GOVERNMENT'S SOLICITATION</div><div>4. IT IDENTIFIES THE CLARIFICATIONS AND DEFICIENCIES IN THE PROPOSALS</div></div></div></div> <div>Put up slide and discuss the purposes of the technical evaluation.</div>	<div>Instructor Notes</div>	

TOPIC: Obtain and Review Technical Report		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 4-19 	<p>Ask for class volunteers to tell how they should analyze a technical evaluation report that they receive.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• The evaluation was done <b>per the instructions</b> given.</li> <li>• The findings of <b>technical acceptability or merit</b> are based solely on the provisions and clauses of the RFP.</li> <li>• <b>Unacceptability</b> is fully supported by the facts and rationale.</li> </ul> <p>Slide 23</p> <div data-bbox="448 892 1125 1396" data-label="Complex-Block"> <div> <b>ALTERNATIVE ACTIONS</b> <b>P. 4-19, 20</b> </div> <ol style="list-style-type: none"> <li>1. CONTINUE FACT-FINDING</li> <li>2. REQUIRE FOLLOW-UP QUESTIONS OR REPORTS</li> <li>3. ACCEPT THE REPORT</li> <li>4. AMEND OR CANCEL THE RFP</li> <li>5. CONTINUE THE ACQUISITION</li> </ol> </div> <p>Put up slide and review the possible actions the students will have upon receipt of the technical evaluation report:</p> <ol style="list-style-type: none"> <li><b>1. Continue fact-finding.</b> You do not have enough information and need to continue fact-finding.</li> <li><b>2. Require follow-up questions or reports.</b> Prepare follow-up questions or reports to answer all concerns of the CO.</li> <li><b>3. Accept the Report.</b> If the technical evaluation is satisfactory, continue with the acquisition.</li> </ol>	
T/R p. 4-20 		



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## PRACTICAL EXERCISE

### CLO 4/2 - Analyze technical evaluation reports.

The following practical exercise is to provide practice in analyzing technical reports and determining the appropriate follow-up actions (if any).

**Situation:** (This is a continuation of the previous practical exercise and the same documents apply.) After your briefing to the technical evaluators, they proceed to evaluate the technical proposals. They appeared to be having a difficult time and twice requested extensions of the suspense date to provide the technical evaluation report to the Contracting Officer. Finally, you receive the report.

**Task:** Review and analyze the following technical evaluation report (page PE 4-17). Specifically determine any need to:

- Cancel the RFP
- Amend the RFP
- Continue Fact-finding
- Contact the technical evaluators for follow-up questions on the report
- Establish Government technical negotiation objectives
- Find a proposal acceptable or unacceptable

## TECHNICAL EVALUATION REPORT

SOLICITATION # XXXX61-94-R-00115

January 23, 199X

1. The following technical evaluation report is provided following review and evaluation of the technical proposals received in response to the above solicitation.
2. We evaluated a total of only six technical proposals. This was less than we had expected to receive and we have concluded that may be due to the difficulty in meeting the Government's requirements in this solicitation. This is discussed below in more detail. The following matrix summarizes information on the technical proposals we evaluated:

Offeror	Rating	Comments
Archwell Corp.	Acceptable	Strong demonstration of sufficient resources to complete requirements satisfactorily and on schedule (Factor 1) and on the demonstration of Technical Competence (Factor 2). Impressive record of past performance on similar projects.
Bowes, Inc	Acceptable	Sufficient demonstration of understanding of the training objectives, but high estimates of staffing requirements.
Lifter Corp.	Acceptable	Not much recent relevant experience in developing professional instruction courses, but strong resume for proposed Principal Instructor.
Spanrite	Acceptable	Strong resumes for the Principal Instructor and other proposed instructors, but overall demonstration of understanding for use of existing materials is not totally clear.
Truss & Merry	Unacceptable	Strong demonstration of resources (Factor 1) and good resumes, but no record at all of past performance in development and presentation of instruction. ("No-Go").
Uplift Associates	Unacceptable	This seems to be a training company with no engineering experience in house. No record of similar (relevant) work.

3. We believe that a major reason that we did not receive more proposals is the language of the solicitation, especially the evaluation criteria (Section M - "Offeror's Demonstration of Sufficient Resources to Complete the Contract Requirements Satisfactorily and on Schedule"). The first sentence in Paragraph 1b seems to be too restrictive. It implies that the instructor and other professional engineers must be the ones who develop and present the training materials. Also, why the emphasis on "short courses?" We were surprised that no schools (colleges) of engineering responded and we think it was because of the wording of the paragraph. Certainly, some of the professors of engineering are the most qualified at presenting the LRFD method, but no university or college submitted a proposal. Instead, the offers came from engineering firms. We suspect that full time professors of engineering cannot leave the campus for the extended periods of time required by the solicitation.

*(continued on next page)*

4. Note that we did not consider two of the proposals (Truss & Merry, and Uplift) to be acceptable. These offerors did NOT show any record of past performance that was “relevant AND successful.” The project summaries they submitted were impressive (“successful”), but they did NOT document work on projects related to bridge engineering (“relevant”). Since this was a “Go/No-Go” factor, we did not award points for it, but we believe this essentially should eliminate them from further consideration. We did notice that Truss & Merry provided a strong “demonstration of resources” and strong resumes. In fact when we compared their proposal to the one from Archwell Corp., we found that the personnel were very comparable.
5. Despite this, we did conclude that the first four offerors appeared capable of meeting the requirements and were responsible offerors.

*John Bruecke*

John Bruecke

*Pierre Du Pont*

Pierre Du Pont

*Lola S. Ferryman*

Lola S. Ferryman, Ph.D.








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## SOLUTION SHEET

### CLO 4/2

Based on your analysis of this brief technical evaluation report, you could reasonably conclude that:

1. There is no need to cancel the RFP since, even if only the four offerors are acceptable, there still appears to be true competition and a large enough group of offerors to permit selection of a final qualified offeror.
2. There is no need to amend the RFP. Despite the concerns of the evaluators over the wording of the Paragraph 1b in Section M, the language does not appear to be overly restrictive. Nor does it discourage competition. The language does not prohibit an engineering firm from “teaming” or subcontracting to a firm of training specialists.
3. There seems to be no need to continue fact-finding.
4. You may want to contact the evaluators for some follow-up about the comments in paragraph 4 concerning comparing Truss & Merry’s proposal against Archwell’s. Does this mean that the evaluators compared one proposal against another for evaluation purposes? If so, this is not permitted.
5. Note that there is nothing in the technical evaluation report that would discourage you at this time from establishing the Government’s technical negotiation objectives. You could go ahead and conclude that it is time to begin doing so.
6. The technical evaluation report does explain why two of the proposals were not found acceptable. They did not meet the “Go/NoGo” factor for past relevant and successful performance. Therefore, you could conclude that they were in fact not acceptable.

<b>TOPIC:</b>	Brief Source Selection Evaluation Board	
<b>REF:</b>	Text / Reference 4.4	
<b>OBJECTIVE:</b>	Brief the Source Selection Board (SSEB) on procedures for reviewing and analyzing technical proposals	
<b>TIME:</b>	1:25 pm—50 minutes	
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise	
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 4-22 	<b>Steps In Presenting The Topic</b>  Ask for a class volunteer to tell when the briefing should be schedule.  <b>Answer:</b> The briefing should be given before the proposals are received and after any other training to prepare the Board.    Ask for a class volunteer to tell why a briefing is given since the Board members receive written instructions.  <b>Answer:</b> It gives the Board members a chance to ask questions about points that they do not understand.    Point out the <b>Checklist for Briefing the SSEB</b> on page 4-23.  <b>Preparing a Rating Matrix</b>  Point out to the class that in complex acquisitions with many proposals, it can be difficult to compare the evaluations of them all. Therefore, it is helpful to construct a Rating Matrix. Examples of such a matrix is given on pages 4-26 and 4-27.	<b>Instructor Notes</b>
T/R p. PE 4-19 	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 4/3 (Brief the SSEB on procedures for reviewing and analyzing the technical proposals). Divide the students into groups and have each group prepare a ranking briefing. Reconvene the class and have each group present its briefing to the class. (Allow 20 minutes for exercise and 20 minutes for discussion.)	

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**CLO 4/3 - Brief the SSEB on Ranking Technical Proposals.**

This practical exercise is to give you practice in briefing the SSEB on ranking technical proposals.

**Situation:** (This is a continuation of the previous practical exercise and the same documents apply.) You have read the technical evaluation report and you have satisfied yourself that the technical evaluators acted properly in concluding that two of the technical proposals were NOT really acceptable. You also concluded that they did NOT compare proposals against one another.

However, you are now required to obtain a ranking (from highest to lowest) of the acceptable technical proposals. This is to provide the Source Selection Authority a clear picture of the technical capabilities of the remaining offerors and provide maximum flexibility if he/she needs to make tradeoffs between technical factors and price.

**Task:** Given only this information, prepare a briefing outline and be prepared to present a briefing (not to exceed ten minutes) to the SSEB instructing it to rank the technical proposals.

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## SOLUTION SHEET

### CLO 4/3


The effectiveness of your briefing will depend in part on your briefing skills and your preparations, such as rehearsals, but the **CONTENT** of your briefing outline should include at least the following:

1. You should be prepared and able to answer any question from a member of the SSEB on any part of the evaluation process and the process for ranking proposals.
2. You should stress the need to adhere to the evaluation factors as stated in the RFP and to submit a clear report, within a suspense date.
3. Emphasize to the SSEB that the the proposals must be evaluated only against the evaluation factors and not against one another. This includes not measuring or evaluating proposals against the one proposal which clearly appears to be the best or stands out in some way.
4. Emphasize that the the weightings are to be used for ranking purposes only, and not for determining acceptability.
5. For the sake of simplicity, require the SSEB to present findings and rankings in a summary or matrix format, from highest to lowest. (Note that this procedure may be standardized on forms in some organizations and activities). Remind the SSEB that the narrative text must support the summary in the matrix.

Discuss with the students that some SSEBs prepare a ranking vs. rating analysis for the SSA. Discuss the differences and how these affect the next CLO.

<b>TOPIC:</b>	Review Source Selection Board’s Recommendations		
<b>REF:</b>	Text / Reference 4.5		
<b>OBJECTIVE:</b>	Obtain and Critique SSEB Recommendations		
<b>TIME:</b>	2:30 pm—40 minutes		
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<div>Ref. T/R p. 4-29 </div> <div>T/R p. 4-29 </div>	<div>Steps In Presenting The Topic</div> <div>Slide 25</div> <div><div>CRITIQUING TECHNICAL RATINGS P. 4-29, 30</div><div><div>1. READ ENTIRE REPORT</div><div>2. CRITIQUE APPLICATION OF EVALUATION FACTORS</div><div>3. CRITIQUE SCORING PROCEDURE</div><div>4. CHECK COMPARISON OF PROPOSALS</div><div>5. CRITIQUE BASIS OF EVALUATION</div><div>6. CRITIQUE STRENGTHS AND WEAKNESSES</div></div></div> <div>Put up slide 25 and go through each step. Ask for a class volunteer(s) to explain what is to happen at each step.</div> <div><div>1. Read Entire Report</div><div>The first step is to read the entire technical evaluation report carefully. Conclude by reading the technical evaluation matrix. This will give you an overview of the reasoning, and the conclusions and determinations made by the board. If you do NOT understand any part of the report, ask the members questions until you do.</div></div>	<div>Instructor Notes</div>	

TOPIC: Review Source Selection Board's Recommendations		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 4-29	<p><b>2. Critique for Application of the Evaluation Factors</b> The second step is to critique the application of the evaluation factors, subfactors and elements (if applicable) applied to each proposal. Look for hints or signs that they were not uniformly applied, or that some factors were not properly applied. Look for any sign that an evaluation factor other than those in the source selection plan was used. See if there is any sign that the standards were not applied. If there is any sign that the factors were not properly applied, the source selection process may be invalid and open to challenge. If you think this occurred, ask the evaluators. If it did happen, they may have to re-evaluate all proposals.</p> <p><b>3. Critique Scoring Procedure</b> The third step is to critique the application of the scoring procedure. Check to see if the scoring procedure was carefully and completely applied. Remember, the scoring sheets for the individual technical evaluators should support the results shown in the matrix. If they do NOT, you may have to send them back so they can be corrected, to resolve any discrepancies.</p> <p><b>4. Check Comparison of Proposals</b> Check to see if the proposals were evaluated against the evaluation factors, instead of against one another. Especially, look for any sign that proposals were evaluated in any way against the highest ranked proposal. (This may happen when an impressive proposal stands out during the evaluation.) If there is an indication that this occurred, send the report back and require the proposals be re-evaluated, applying the evaluation factors.</p>	

<b>TOPIC:</b> Review Source Selection Board's Recommendations		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 4-30	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. PE 4-21 	<p><b>5. Critique the Basis of Evaluation</b> Make sure the basis for the evaluation is thoroughly documented. Check for insupportable conclusions and findings, especially if any offer is found “unacceptable.”</p> <p><b>6. Critique Strengths and Weaknesses</b> Check to see that the strengths and weaknesses of each proposal are discussed and listed. This may be especially important later if the SSA has to consider tradeoffs. Remember, a strength in one area of a proposal does not necessarily offset a weakness in another area. For example, the very best “business plan,” does not necessarily make up for the fifth best “technical approach.” On the other hand, a proposal that is rated second best in each area may be the highest rated overall. The comments about the weaknesses should include statements as to what should be done to correct that weakness. In some cases, an appropriate recommendation would be a request for more information.</p> <p><b>Practical Exercise</b>  Have the class turn to practical exercise for CLO 4/4 (Review the SSEB's Technical Evaluation Report). Divide the students into groups and have each group review and critique the report and rankings. Reconvene the class and have each group present its review and critique to the class. (Allow 20 minutes for exercise and 10 minutes for discussion.)</p>	

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## PRACTICAL EXERCISE

### CLO 4/4 - Obtain and critique the SSEB's recommendations.

This practical exercise provides practice in the critique of technical rankings that you will receive from a Source Selection Board.

**Situation:** You have a requirement to obtain the rankings of technical proposals from the SSEB. Earlier, you presented a briefing to the team explaining the requirement. You have now received the attached report.

**Requirement:** Review and critique the attached report and rankings. Specifically, make sure that:

1. The rankings are based solely on the RFP evaluation factors and the scoring procedure from the Source Selection Plan.
2. All ranking factors have been applied.
3. The proposals have not been rated against each other when technically evaluated.
4. The basis for evaluation is provided.
5. Each proposal's technical evaluation presents the strengths and weaknesses of the proposal measure against the RFP technical evaluation factors.
6. A summary, matrix or quantitative ranking of each technical proposal is presented in relation to the best possible evaluation score.
7. A summary of findings is presented in the technical evaluation.



## TECHNICAL REPORT ON RANKING OF PROPOSALS

SOLICITATION # XXXX61-94-R-00115

February 22, 199X

1. The following technical report is presented for ranking the proposals received in response to the referenced solicitation. These rankings are based on the application of factors as stated in the RFP and the scoring procedures as stated in the Source Selection plan, dated November 22, 199X.
2. The basis for evaluation is as follows. We applied the evaluation factors stated in Section M of the RFP. These included:
  - a. **Offeror's Demonstration of Sufficient Resources to Complete the Contract Requirements Satisfactorily and on Schedule.** This factor included the following two subfactors: (40 points)
    - (1) Recent practical experience of the Principal Instructor (PI) in bridge design using the American Associations of State Highway and Transportation Officials Standard Specification for Highway Bridges. Familiarity with the new LRFD method, educational background and level of effort proposed for the P.I. (20 points)
    - (2) Recent relevant experience of the P.I. and other professionals in developing and teaching short courses (up to five days) for the purpose of training practicing engineers. This includes developing understandable, useful training materials, and a consideration of level of effort of each member. (20 points)
  - b. **Offeror's Demonstration of Technical Competence and Organization.** This included the following three subfactors: (60 points)
    - (1) Effectiveness and completeness of the technical proposal in illustrating the offeror's understanding of bridge design and how the new specification will impact the future design of bridges. (20 points)
    - (2) Effectiveness of the technical proposal in demonstrating the offeror's ability to produce clear, informative and easy to understand training material. (20 points)
    - (3) Effectiveness of the technical proposal in demonstrating an understanding of the training objectives and how the existing materials will be used to meet those objectives. (20 points)
  - c. **Past Performance.** This factor was rated as either "Go/No-Go" and was not awarded any points. However, we did find that two of the offerors (Truss & Merry and Uplift) were NOT acceptable on this factor and were therefore awarded a lower overall score.

*(continued on next page)*

3. The strengths and weaknesses of each proposal are as follows:
- Archwell Corp. had the strongest proposal overall. This proposal finished highest in score on all the point rated factors and was acceptable on past performance.
  - Bowes, Inc. finished well on Factor 1, but was relatively weak on understanding of the training objectives and explaining this understanding coherently (subfactor 2.3). For this reason, we scored them below Archwell.
  - Lifter Corp. scored well on most subfactors, but showed little recent experience in developing professional instruction courses (subfactor 1.2). Largely for this reason, we could not score them as high as the two preceding proposals. The proposed resume for the Principal Instructor was quite strong.
  - Demonstration of Technical Competence for Spanrite was scored considerably lower than the other proposals in this evaluation. This was a major weakness and lowered the overall score considerably.
  - Truss and Merry showed a fairly strong demonstration of resources (Factor 1), and good resumes but no record of past performance in development and presentation of instruction (subfactor 1.2).
  - Uplift Associates showed little strength in any area or factor. They did not submit any record of experience in preparing training materials for engineering applications of any kind. We could find no record that they ever did work similar to that required in this project.
4. Summary of Findings: Our evaluation lead us to the finding that at least four of the six offerors we evaluated appear to be able to meet the Government's requirement. Two of these (Archwell, and Bowes, Inc.) appear to have greater technical strengths and resources available to perform the work in question. We did find that two of the offerors (Truss & Merry and Uplift Associates) do not appear to have a suitable record of relevant and successful past performance and the selection of either one of these will present a higher risk to the Government.
5. The following matrix summarizes our findings and rankings.

**Summary Matrix of Rankings Based on Technical Factors**

Rank	Offeror	Factor 1		Factor 2			Factor 3 (Go/No-Go)	Score
		1.1 (20)	1.2 (20)	2.1 (20)	2.2 (20)	2.3 (20)		
1	Archwell Corp.	20	19	19	19	19	Go	96 + Go
2	Bowes Inc.	19	19	18	18	14	Go	88 + Go
3	Lifter Corp.	18	9	17	17	17	Go	78 + Go
4	Spanrite	17	17	14	14	13	Go	75 + Go
5	Truss & Merry	18	11	14	14	14	No-Go	71 - No-Go
6	Uplift Assoc.	10	10	14	12	12	No-Go	58 - No-Go

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## SOLUTION SHEET

### CLO 4/4

Your review and critique of the SSEB's report should lead you to conclude that:

1. The rankings are based solely on the RFP evaluation factors and were properly applied.
2. All ranking factors were applied.
3. The proposals were NOT rated against each other.
4. The basis for evaluation is provided.
5. The strengths and weaknesses of each technical proposal is presented, but there should be more discussion of each.
6. A summary or matrix was provided and does show the quantitative ranking in relation to the best possible evaluation score.
7. A summary of findings is presented in the technical evaluation.




<b>TOPIC:</b> Previous Day Review <b>REF:</b> T/R chapter 5 <b>TIME:</b> 8:00 am—30 minutes <b>METHOD:</b> Questions and discussion		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Suggested review questions:</p> <p>What are some critical issues you should address when briefing the technical evaluation team?</p> <ul style="list-style-type: none"> <li>• <i>Clear and complete guidelines for evaluating the technical and business proposals.</i></li> <li>• <i>A statement of all the responsibilities of the evaluators, including responsibility for safeguarding data from unauthorized disclosure.</i></li> <li>• <i>A requirement for the evaluators to factually support their determinations and conclusions.</i></li> <li>• <i>A statement that any findings on technical acceptability or merit must be based solely on provisions and clauses of the RFP.</i></li> <li>• <i>Supply the Evaluators with the forms to be used in the evaluation. (Note: the actual forms to be used for technical evaluation will vary by Government agency. Samples of several evaluation formats are provided in this chapter. Realize that you may have to provide time for the evaluators to be trained on the various forms.)</i></li> <li>• <i>A reminder to have Procurement Integrity Certificates and nondisclosure forms for the acquisition on record.</i></li> </ul> <p>What is the value of having standard forms?  <i>Standard forms provide consistent evaluation and documentation.</i></p> <p>When reviewing the technical evaluation report what should you look for?  <i>You should look for ratings/rankings in accordance with the standards and that the TET evaluated the proposals against the standards and NOT against one another.</i></p>	

<b>TOPIC:</b> Previous Day Review		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>What is the main duty of the SSEB?</p> <p><i>To compare offers, both technical and price combined , to yield a rating or ranking and to ensure that the TET performed its evaluation properly</i></p> <p>What decisions do you have to make after receipt of SSEB's report?</p> <p><i>You must decide whether to award without discussion or not and what the competitive range will be, if applicable</i></p> <p>When do we award without discussions?</p> <p><i>When the lowest cost proposal is technically acceptable</i></p>	

<b>TOPIC:</b> Chapter 5 – Learning Objectives		
<b>REF:</b> Text/Reference Page 5-2		
<b>TIME</b> 8:30 pm—5 minutes		
<b>METHOD:</b> Lecture		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. 5-2	<p>Tell the students that Chapter 5 covers determining the competitive range.</p> <p>The learning objectives for this chapter are:</p> <ol style="list-style-type: none"> <li>1. Establish the Competitive Range</li> <li>2. Hold discussions with offerors in the competitive range.</li> <li>3. Notify offerors outside the competitive range.</li> <li>4. Determine whether to award without discussions.</li> </ol>	

<b>TOPIC:</b>	Competitive Range
<b>REF:</b>	Text/Reference Chapter Overview
<b>OBJECTIVE:</b>	Determine if the award may be made without discussions to the lowest price, technically acceptable offeror or to have discussions
<b>TIME:</b>	8:35 pm—15 minutes
<b>METHOD:</b>	Lecture / Discussion





### LESSON PLAN


Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 5-3        T/R p. 5-4 	<p>FAR 52.215-16, FAR Provision, Contract Award, allows award without discussion. You make this decision based on technical acceptability of offers. If technical acceptability is consistent among the offers, price becomes the most important factor. However, if discussions are needed, a competitive range should be established.</p> <p>Slide 26</p> <div style="border: 2px solid yellow; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>COMPETITIVE RANGE FLOWCHART P. 5-4</b></p> <pre> graph TD     A[1 Determine whether to award without discussions] --&gt; B{Award without discussion?}     B -- YES --&gt; C[Treat offers in accordance with FAR 15.610]     B -- NO --&gt; D[2-3 Establish the competitive range.]     D --&gt; E{Offer still within range?}     E -- YES --&gt; F[Conduct discussions with the offeror]     E -- NO --&gt; G[4 Notify offeror that the offer will receive no further consideration]     F -.-&gt; D           </pre> </div>	





TOPIC: Competitive Range		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 5-4	<p>Go through the steps covering the competitive range.</p> <ol style="list-style-type: none"> <li>1. Determine whether to award without discussions. Tell the students that they will have to make this determination at this time, however, since they usually will NOT award without discussion, you will NOT cover the step until the end of the chapter.</li> <li>2 - 3. Establish the competitive range. This is composed of two steps. <ol style="list-style-type: none"> <li>2. Establishing the competitive range.</li> <li>3. Holding discussions with offerors in competitive range.</li> </ol> </li> <li>4. Notify offerors outside of the competitive range that they will receive no further consideration.</li> </ol>	



<b>TOPIC:</b>	How to Establish the Competitive Range	
<b>REF:</b>	Text / Reference 5.2	
<b>OBJECTIVE:</b>	Establish the competitive range	
<b>TIME:</b>	9:00 am—50 minutes	
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise	
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 5-8 	<b>Steps In Presenting The Topic</b>  Ask for a class volunteer to say why they should bother establishing a competitive range.  <b>Answer:</b> The competitive range identifies the offerors that have a reasonable chance of being selected and determines which ones you will hold discussions with.    Ask for a class volunteer to tell what to do if there is a doubt whether to include a proposal in the competitive range.  <b>Answer:</b> When in doubt, include the proposal.    Point out that this does NOT mean that no proposal can be eliminated from consideration. Proposals that have been found to be technically unacceptable <i>and CANNOT be made acceptable</i> can be dropped from further consideration, <i>even if it offered the lowest price</i> .  Technically unacceptable proposals can be eliminated from the competitive range. However, tell the students that they <b>MUST</b> include proposals that have a reasonable chance for selection.    Ask for a class volunteer to explain what “reasonable chance” means.  <b>Answer:</b> As long as the proposal CANNOT be clearly eliminated on technical or cost grounds, you may presume that the proposal has a reasonable chance of being selected.	<b>Instructor Notes</b>

TOPIC: How to Establish the Competitive Range		
LESSON PLAN		
Ref. T/R p. 5-10 	Steps In Presenting The Topic	Instructor Notes
	<p>Slide 28</p> <div style="border: 2px solid yellow; border-radius: 15px; padding: 10px; text-align: center;"> <p><b>CONSIDERATIONS IN ESTABLISHING THE COMPETITIVE RANGE</b> P. 5-10</p> <hr/> <ul style="list-style-type: none"> <li>• NO. OF OFFERS IN THE COMPETITIVE RANGE</li> <li>• NATURE OF THE TECHNICAL DEFICIENCIES</li> <li>• GOV'T ESTIMATE &amp; WHETHER COST/PRICE IS REASONABLE AND COMPARABLE WITH OTHER OFFERS</li> <li>• OPPORTUNITY FOR SIGNIFICANT COST SAVINGS</li> </ul> </div> <p>Cover these considerations if the selection is being made based on “best value”:</p> <ul style="list-style-type: none"> <li>• The <b>number of offers in the competitive range</b>.</li> <li>• The <b>nature of the technical deficiencies</b>. If they are reasonably correctable, retain the offer in the competitive range. If the technical deficiencies are great or major, and require major revisions, then you may eliminate that offer. This is a judgment call and you may have to consult with technical experts.</li> <li>• The Government estimate and whether the cost/price is reasonable and compares with the other competitive range offerors.</li> <li>• Whether there is an <b>opportunity for significant cost savings</b> by considering the proposal. If there is, you should probably retain that proposal in the competitive range.</li> </ul>	

<b>TOPIC:</b> How to Establish the Competitive Range		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 5-10 	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
T/R p. PE 5-1 	<p>Warn the students to be careful NOT to narrow the range too much, so that there are only a very few or only one proposal to choose from, if possible.</p> <p>Ask for class volunteers to give some reconsiderations to make before drawing up the final competitive range:</p> <ul style="list-style-type: none"> <li>• A proposal was excluded through a “close call” on acceptability</li> <li>• There is a significant opportunity for cost savings by considering excluded proposals</li> <li>• The inadequacies of the RFP contributed to the technical deficiencies in the excluded proposals</li> <li>• The information deficiencies could have been corrected by discussions.</li> </ul> <p><b>Practical Exercise</b></p> <p>Have the class turn to practical exercise for CLO 5/1 (How to establish the competitive range). Allow 20 minutes for the students to do the exercise, then ask for a class volunteer to give the answer. Ask if there is any disagreement. Discuss. (Allow 15 minutes for discussion.)</p>	

**CLO 5/1 - How to establish the competitive range.**

The purpose of this practical exercise is to provide practice in establishing the competitive range before discussions.

**Situation:** You are a contract specialist working with evaluators from the Source Selection Evaluation Board (SSEB) on an acquisition of engineering services to survey a remote, long term storage area for possible ground contamination by PCBs and submit a report. Due to the sensitivity of this matter, a Source Selection Authority (SSA) was appointed. She has insisted that offerors demonstrate the ability to begin as quickly as possible and complete the project within 60 calendar days. She is concerned that the evaluation of proposals may require more than 30 days, because of the sensitivity and expected complex nature of the proposals.

The board eventually evaluated seven proposals in response to the solicitation. Three offerors appeared to present a higher technical risk, because they might be unable to begin as soon as required by the Government (within three days after award) and/or complete within 60 calendar days. You have access to the following information in the attached extracts:

1. An extract from the RFP showing the Go/No-Go factor for this acquisition.
2. The factors for ranking proposals.
3. An extract from the Source Selection Plan.
4. Extracts from sample proposals.
5. Extracts of a report from the SSEB including findings on technical acceptability and rankings.
6. A Report from the Cost Evaluation Board on “should cost” data.
7. Excerpts from acquisition histories with respect to offerors which have submitted “marginal” offers.

You decided that only the lowest priced offer (from Epsilon) was really technically unacceptable because it did not have a reasonable chance of selection when both technical and price were considered. You concluded that there was sufficient true competition remaining and are now ready to establish the competitive range.

**Task:** Establish the competitive range, further eliminating any of the remaining offerors, as appropriate.

**EXTRACT 1      “Go/No-Go” Factors for this Acquisition**

The following technical evaluation factor is considered to be “Go/No-Go.” That is to say, proposals which do NOT adequately demonstrate this factor will NOT be further considered for award.

**1. Technical Approach.** The offeror’s technical approach must clearly explain how the offeror will accomplish the work, beginning not later than three (3) calendar days after contract award and completing not later than sixty (60) calendar days after contract award. This will include removal of sample water from at least five (5) test borings made to a depth of at least 500 feet and a full and a complete explanation of any decontamination or purification methods used or proposed before the water is returned to the ground. The most common method for this work is the so-called “pump and clean” technique.

**EXTRACT 2      Factors for Ranking Proposals.**

The following factors will be used to rate proposals:

- 1. Technical Approach.** The offeror's technical approach must clearly indicate the methodology to be employed and must clearly state that the offeror will begin the required work within three (3) calendar days after contract award and will complete the work, including submission of a report with recommendations, not later than 60 calendar days after contract award.
- 2. The Business Plan.** This document shall explain in sufficient detail just how the offeror proposes to manage and control the project. This must include controls and procedures for the supervision of subcontractors, if applicable, and for meeting the Government's requirements, especially the requirement for beginning not later than three calendar days after contract award and completing not later than sixty calendar days after contract award. The business plan must include project summaries to indicate successful related experience in similar projects within the past five years.
- 3. Cost.** Although cost shall not be the primary factor in this acquisition, cost shall be considered to have an absolute value. The Government reserves the right to award to an offeror based on factors other than the lowest cost. The Government also reserves the right to award based on initial offers.



**EXTRACT 3      Source Selection Plan.****RATIONALE FOR THE EVALUATION CRITERIA.**

This acquisition is considered very time-dependent. The Government will have an urgent requirement to apply cleanup to a number of sites controlled by this agency. However, this cleanup cannot begin until the initial survey data is obtained, studied, confirmed and provided to a number of other Government agencies which also have primary interest in the status of this and other facilities. Depending on the survey and the subsequent recommendations, there may also be considerable impact on the budget requirements for follow-up actions by this agency and other agencies. For these reasons, the evaluation criteria for this acquisition must provide for selection of that offeror who is best able to meet the requirement for a quick but effective survey of the property.

There appear to be a number of offerors who have successfully demonstrated the ability to perform similar surveys on short notice for the Government and private sector within the past year, and there appear to be only several competing technologies to accomplish the Government's requirements. These technologies are rather well understood among a small group of potential offerors. The most common and best understood technology is the "pump and clean" technique. However, it is important to note that the specific physical conditions (rock layers, lateral seepage, amount of contamination, etc.) at each site may be different and affect the cost of completion greatly.

We recommend that the evaluation factors include emphasis on the technical approach (70 points maximum) and business factors (30 points maximum), rather than the price or cost alone as the major determining factor for award.

**NEGOTIATION OBJECTIVES**

We recommend that the technical negotiation objectives, as well as the basis for award, include consideration of the Government's urgent requirement to begin and complete this survey project on time (within 60 calendar days after award). We strongly believe that this objective is technically feasible and reasonable.

**EXTRACT 4      Extracts from Sample Proposals.**

The following information is extracted from the various proposals received:

**1. Able Engineering Corporation:** “...Able Engineering Corporation proposes to establish an on-site laboratory from our own resources and conduct all drilling, testing and analysis on-site, using our own highly trained personnel. We emphasize that all required personnel, including the chief engineer, will be available immediately on the day of contract award and will be on-site within 24 hours at the latest, with all necessary equipment, including drilling equipment from one of our regional centers. In this manner, we are confident that we shall be able to begin and complete the project in accordance with the Government’s stringent time requirements, using standard “pump and clean” technology which we pioneered....”

**2. Brown Engineering Services:** “...Brown Engineering Services is confident that we can relocate our team of highly trained professionals to the required site within 48 hours at the latest, establish the initial surface survey, and bring drilling equipment on site within 72 hours after contract award. The chief engineer will arrive on-site not later than 72 hours after contract award. We will apply standard “pump and clean” technology, with which we are very familiar to minimize project risk and complete the project on time....”

**3. Cormorant Engineering, Inc.:** “...Cormorant Engineering, Inc. has considerable recent experience in this type of “short fuse” reaction to ground water and contamination surveys. This valuable experience enables us to assure the Government that we will once again be able to meet the urgent requirement for an early start and completion. We propose to do this by establishing an on-site field facility within three days after contract award to perform every aspect of the project, including the initial surface survey, the drilling, analysis and even the writing of recommendations for the report. Only by ensuring such on-site presence immediately after contract award can we be so confident of our ability to meet these urgent milestones, using standard “pump and clean” technology with which we have many thousands of hours of experience....”

**4. Delta Technical Services:** “...Delta Technical Services is proud to announce that it can and will meet all requirements proposed by the Government for an early start and completion. This includes the requirement to start within 3 calendar days after contract award and complete within 60 calendar days after award. We will provide all engineering services directly from our well-equipped, state-of-the-art laboratory and headquarters, which is located only 22 miles away from the site. This will provide for “same day” analysis of samples. The actual drilling services will be professionally performed by our subcontractor, Eastern Drilling, Inc., which also has experience in such projects, including experience with “pump and clean” applications.....”

(extracts continued on next page)

## CLO 5/1 (cont)

**5. Epsilon Sciences, Inc.:** “...Epsilon Sciences, Inc. understands the urgency of the Government’s requirement to complete this project within 60 days after contract award. We strongly recommend that we be allowed to perform a “front end” or preliminary survey within 15 days after contract award. This preliminary survey will insure that no subsequent time is wasted on the unnecessary drilling which will follow. We strongly believe that this preliminary survey is essential to permit completion within the Government’s time frames....”

**6. Foxglove Technical Corp.:** “...Foxglove Technical Corp. proposes to use Acme Drilling Corp. and Vista Field Laboratory Services to perform certain carefully selected key tasks in this project. Acme has extensive oil and gas drilling experience in the Southwest and offshore. This will permit our Foxglove technical staff to concentrate on the analysis and writing phases of the project and ensure that we comply with the Government’s milestones for completion. Our subcontractors will apply the so-called “pump and clean” technology under the watchful eyes and close supervision of our own engineering staff. We will comply with all Government requirements and specifications on this project....”

**7. Goode Engineering:** “...Goode Engineering fully understands the Government’s requirement to begin 3 days after contract award. We will accomplish this crucial milestone. and propose to complete all the required work within 60 working days after the contract is awarded. In order to accomplish this, we will use the accepted and standard “pump and clean” method to raise the water and sediment samples for analysis and evaluation . We are quite confident that we can begin the work quite soon after the award of contract....”

**EXTRACT 5      Extracts of a Report from the SSEB Including Findings on Technical Acceptability and Rankings.**

This board was required to rate the offers on the basis of technical approach and the business plan. The cost data was not provided to us. Based on our application of the technical evaluation factors, we found that the following four offerors are technically acceptable and present the lowest overall technical risk. The point totals received during technical evaluation are shown in parentheses.

**1. Able Engineering Corporation:** In addition to complying with all requirements of the RFP, Able Engineering submitted the most impressive examples of recent project summaries showing successful completion of similar work. It should be noted that Able Engineering has a highly respected in-house training program and has also offered commercial training programs to a number of smaller companies in the technology applications concerned with this type of project. (94 of 100 possible points.)

**2. Brown Engineering Services:** Although Brown Engineering Company did not submit as many project summaries as Able for this type of work, this offeror does have a technical approach which appears to meet all the Government's requirements and does have significant recent experience in this type of work. (88 of 100 possible points.)

**3. Cormorant Engineering, Inc.:** In our opinion, while this offeror did submit a technically acceptable proposal, it was not as strong technically as the two offers discussed above (Able and Brown). Cormorant did offer evidence of two similar projects within the past year, but one of these was as a subcontractor to Able. (83 of 100 possible points.)

**4. Delta Technical Services:** We believe that Delta's offer, at best must be considered as technically marginal. Delta completed only one similar project in the past four years. (70 of 100 possible points.)

We found that the following offerors appear to present a higher technical risk for the reasons indicated:

- **Epsilon Sciences, Inc.:** The technical approach did not clearly specify that the work could be started within three days after contract award. Indeed, the technical approach proposed by this offeror stated that a preliminary survey was recommended and that it could not be started for at least 15 days after contract award. Given the importance of an early start, we do not think this offeror can complete the required work on time. Further, a review of the project summaries did not indicate a great deal of experience with similar or related work. (64 of 100 points.)

(extract continued on next page)

- **Foxglove Technical Corp.:** The technical approach proposed by this offeror requires the use of two subcontractors, neither of which seems to have much experience in this field and one of which does not appear to be technically qualified to perform such work. Further, although this offeror claims to be able to complete the project within 60 days, as required, it does not mention the ability to begin within three days after contract award, as required in the RFP. We could find no evidence of related project experience in the summaries provided. (62 of 100 possible points.)

- **Goode Engineering:** This offeror did not clearly specify the technology to be used to accomplish the required work although it did indicate that it would be able to begin promptly within three days after contract award. Further, this offeror indicated that it could complete the work within sixty working days (not calendar days). This is considerably longer than intended by the RFP. The project summaries provided by this offeror did not indicate a strong background in this type of work. (60 of 100 possible points.)

**EXTRACT 6                      Extract From A Report from the Cost Evaluation Board on “Should Cost” Data versus Offers.**

1. Based on available information from market research and similar projects performed for the Government within the most recent 24 month period, the Government estimated the cost elements for this proposed acquisition to be as follows:

LABOR	\$515,000
OTHER DIRECT COSTS	<u>\$325,000</u>
Subtotal - Direct Costs	\$840,000
INDIRECT COSTS (@ 85%)	\$714,000
FEE (@ 7.5 %)	<u>\$116,550</u>
TOTAL	\$1,670,550

The following summarizes the various cost proposals received:

<u>Offeror</u>	<u>Direct Costs</u>	<u>Indirect Costs</u>	<u>Fee(Est.)</u>	<u>Totals</u>
Able Engineering Corp.	\$850,000	\$722,500	\$117,938	\$1,690,438
Brown Engineering Services	\$845,000	\$718,250	\$117,244	\$1,680,494
Cormorant Engineering, Inc.	\$805,000	\$684,250	\$111,694	\$1,600,944
Delta Technical Services	\$807,000	\$719,950	\$114,522	\$1,641,472
Epsilon Sciences, Inc.	\$400,000	\$480,000	\$ 66,000	\$ 946,000
Foxglove Technical Corp.	\$882,000	\$749,700	\$122,378	\$1,754,078
Goode Engineering	\$838,000	\$712,300	\$116,273	\$1,666,573

**EXTRACT 7      Excerpts From Acquisition Histories With Respect to Offerors Which Have Submitted “Marginal” Offers.**

Based on market research, it was learned that the following offerors have in the past submitted offers which were found to be “marginally acceptable” based on the technical evaluation factors used in the various proposals.

**Delta Technical Services** has submitted four similar offers in the past year. Two of these were for almost identical similar work and both were considered as technically marginal. Neither project was awarded to Delta this year.

**Epsilon Sciences, Inc.** submitted one proposal earlier this calendar year for similar work. It was rated as technically marginal. Epsilon has a recent history of underestimating the cost of similar projects and has two cost overruns on similar projects and was eliminated in a BAFO last year.

**Foxglove Technical Corp.** submitted one similar proposal in the past two years. It was considered as technically marginal, but Foxglove was eliminated primarily on cost. Foxglove has a history of high cost which has made them less competitive on a number of engineering projects.

**Goode Engineering** has submitted three offers for similar projects in the past year. All three have been considered technically marginal.

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## SOLUTION SHEET

### CLO 5/1




Remember that the purposes of establishing the competitive range are to establish true competition while providing a pool of offerors from which to obtain the desired supplies or services at the lowest cost to the Government. However, “lowest cost” in this case does not necessarily mean the best value to the Government.





Even if you eliminated Epsilon Sciences, Inc. (the lowest offeror) you would still have six offers remaining. That is more than you need to insure fair competition. Also, the four most technically qualified offerors are quite close in price (Able, Brown, Cormorant and Delta). Also, these present the least or lowest technical risk. This means that you should definitely consider that the offers submitted by Able, Brown, Cormorant and Delta may be well worth the effort of discussions. Therefore, you could definitely conduct discussions with at least these four offerors, possibly eliminating the remaining offerors (Foxglove and Goode) which are only technically marginal.




Note that there is really little price difference between the highest ranked technical offer (Able) and the second highest ranking technical offer (Brown).

(An evaluation matrix may be drawn by a student to re-enforce this exercise.)



<b>TOPIC:</b>	How to Hold Discussions with Offerors in Competitive Range		
<b>REF:</b>	Text / Reference 5.3		
<b>OBJECTIVE:</b>	Hold discussions with offerors in the competitive range		
<b>TIME:</b>	10:05 am—35 minutes		
<b>METHOD:</b>	Lecture / Discussions		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R p. 5-13    	<b>Steps In Presenting The Topic</b>  Point out to the students that discussions can be either written or oral.  Ask for a class volunteer to tell which kind of discussion is most advantageous.  <b>Answer:</b> It is most advantageous to conduct both types of discussions.  Ask for a class volunteer to tell why it is best to perform both written and oral discussions with offerors.  <b>Answer:</b> Because it is easier to have oral discussions and make sure that both sides understand and agree on the concerns. However, these issues and their resolutions should be put in writing for the record, along with minutes of the oral discussions.	<b>Instructor Notes</b>	

<b>TOPIC:</b> How to Hold Discussions with Offerors in Competitive Range		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 5-13 	<b>Steps In Presenting The Topic</b>  Slide 29  <div style="border: 2px solid yellow; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; color: blue; margin: 0;"><b>"MEANINGFUL" DISCUSSIONS      P. 5-13</b></p> <hr style="border: 0.5px solid blue; margin: 5px 0;"/> <p style="margin: 0;"><b>FOR MEANINGFUL DISCUSSIONS, YOU MUST:</b></p> <ul style="list-style-type: none"> <li>• IDENTIFY <b>ALL</b> DEFICIENCIES IN THE PROPOSAL</li> <li>• SPECIFY <b>ALL</b> DEFICIENCIES TO THE OFFEROR</li> <li>• PROVIDE A REASONABLE TIME FOR REVISION</li> <li>• MAKE A COMPLETE RECORD OF THE DISCUSSION</li> <li>• HOLD DISCUSSIONS WITH <b>ALL</b> OTHER OFFERORS IN THE COMPETITIVE RANGE</li> </ul> </div> <p>FAR 15.610 requires that discussions be meaningful. Put up slide 28 and cover the points that make discussions meaningful.</p> <div style="margin-top: 20px;">  <p>Ask for a class volunteer to give the objective of holding discussions with offerors.</p> <p><b>Answer:</b> To correct deficiencies and minor informalities identified in the technical evaluation report and the cost/price report.</p> </div> <div style="margin-top: 20px;">  <p>Warn the students that they <b>MUST</b> avoid technical leveling, technical transfusion, auctioneering.</p> </div> <div style="margin-top: 20px;">  <p>Ask for class volunteers to explain what actions should be avoided.</p> <p><b>Answer:</b> <b>Technical leveling</b> is helping an offeror to bring its proposal up to the level of other proposals through successive rounds of discussion.</p> </div>	<b>Instructor Notes</b>

TOPIC: How to Hold Discussions with Offerors in Competitive Range		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 5-14	<p><b>Technical transfusion</b> means the Government disclosure of technical information pertaining to a proposal that results in improvement of a competing proposal.</p> <p><b>Auctioneering Techniques</b> includes:</p> <ul style="list-style-type: none"> <li>• Indicating to an offeror a cost or price that it must meet to obtain further consideration;</li> <li>• Advising an offeror of its price standing relative to another offer; and,</li> <li>• Otherwise furnishing information about other offerors' prices.</li> </ul>	
	<p>Point out to the students that a good way to help prevent accidentally violating any of these restrictions is to plan and practice a written script and agenda <i>and then to stick to them.</i></p>	
T/R p. 5-16	<p>Ask for class volunteers to list the recommended procedures to follow in preparing for discussion with an offeror.</p> <p><b>Answer:</b></p> <ol style="list-style-type: none"> <li>1. Write a script and stick to it.</li> <li>2. Establish an agenda and stick to it.</li> <li>3. Clearly specify the purpose of the discussion meeting</li> <li>4. Limit the number of participants on both sides.</li> <li>5. Choose a location conducive to discussion.</li> <li>6. Establish ground rules and enforce them.</li> <li>7. Rehearse.</li> </ol>	
	<p><b>Practical Exercise</b></p> <p>Have the class turn to practical exercise for CLO 5/2 (How to hold discussion with offerors in the competitive range). Allow 15 minutes for the students to do the exercise as a group, then ask for a class volunteer to give the answer. Ask if there is any disagreement. Discuss. (Allow 10 minutes of discussion.)</p>	
T/R p. PE 5-11		

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**CLO 5/2 - How to hold discussions with offerors in the competitive range.**

This practical exercise provides you practice in identifying those offers which are within the competitive range for discussions and how to hold discussions.

**Situation:** (Note - This is a continuation of the preceding problem and the same conditions apply.) You still have the documents furnished earlier, including:

1. The technical evaluation report for the proposals.
2. The technical evaluation factors stated in the solicitation.

**Task:** Identify those offers (if any) which are clearly within the competitive range (BOTH technical and cost) for this solicitation and prepare a discussion agenda.





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## SOLUTION SHEET

### CLO 5/2

Four of the offers are clearly within the competitive range (Able, Brown, Cormorant, and Delta). Note that three of the four appear clearly superior to Delta, but Delta, although technically marginal, still has a chance of winning. If you chose to eliminate Delta, you still have three remaining offers to ensure fair competition within the competitive range. If you keep Delta within the competitive range, you must only hold discussions with four offerors. That is a reasonable workload and it further reduces the chance that you are eliminating an offeror who might significantly improve its offer. It is therefore probably better to retain all four of these offers in the competitive range.

At this point, you would be prepared to develop your discussion script and notes, and schedule meetings for discussions with all four remaining offerors

<b>TOPIC:</b>	How to Notify Offerors Outside the Competition Range	
<b>REF:</b>	Text/Reference 5.4	
<b>OBJECTIVE:</b>	How to notify offerors outside of the competitive range.	
<b>TIME:</b>	10:40 am—20 minutes	
<b>METHOD:</b>	Lecture / Discussion	
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 5-18 	<b>Steps In Presenting The Topic</b>  Ask for a class volunteer to tell if an offeror must be informed that its proposal is no longer being considered for award.  <b>Answer:</b> Yes, you <b>MUST</b> notify offerors outside the competitive range <b>IN WRITING</b> as soon as possible.   Ask for class volunteers to identify the minimum information that must be included in the written notification.  <b>Answer:</b> <ul style="list-style-type: none"><li>• A statement that a determination has been made <b>NOT</b> to consider their proposal any further.</li><li>• The basis for determining that the proposal is <b>NOT</b> acceptable.</li><li>• That revisions to the proposal will <b>NOT</b> be considered.</li></ul>  Point out the example of a notification letter on page 5-19.	<b>Instructor Notes</b>
T/R p. PE 5-14 	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 5/3 (How to notify offerors outside of the competitive range). Allow 10 minutes for the students to do the exercise as a group, then ask for a class volunteer to give the answer. Ask if there is any disagreement. Discuss. (Allow 5 minutes for discussion.)	

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**CLO 5/3 How to notify offerors outside the competition range.**

**Situation:** You determined to hold discussions only with the four offerors which received the highest technical ranking.

**Task:** Determine if and how a notice must be furnished to any of the offerors outside the competitive range.

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## SOLUTION SHEET





### CLO 5/3

Since you determined to hold discussions and further consider only the four most highly rated offerors, you should have also determined that you ARE required to notify those offerors outside the competitive range. These preaward notices must:

- Be furnished if the procurement is to be over \$25,000 and the evaluation period is expected to exceed 30 days.
- Be furnished if a limited number of offerors have been selected as being within the competitive range.
- Be a written notification that the proposal will not be considered further.
- State the basis for determining that the proposal is not acceptable.
- Notify the offeror that a revision to that proposal will not be considered


Note: See FAR 15.1001(a) and (b)(1).



<b>TOPIC:</b>	Determine Whether to Award Without Discussions	
<b>REF:</b>	Text / Reference 5.5	
<b>OBJECTIVE:</b>	Determine if the award may be made without discussions to the lowest price, technically acceptable offeror	
<b>TIME:</b>	11:00 am—40 minutes	
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise	
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 5-20 	<b>Steps In Presenting The Topic</b>  Point out to the students that discussions are generally encouraged to make sure that the prospective offerors understand the requirements and are truly responsive.	<b>Instructor Notes</b>
	What allows award without discussion?  <b>Answer:</b> FAR 52.215-16.	
T/R p. 5-21 	However, there are conditions under which discussions do NOT have to be held. Ask for class volunteers to give these conditions.	
	Point out to the students that if there is only one offer that meets the technical and price factors, then there is no true competition and you may decide to award without discussions, but you <b>MUST</b> make sure that certain necessary conditions are met.	
	Ask for class volunteers to identify these conditions.  <b>Answer:</b> 1. The offer is acceptable on cost. 2. The offer really meets all the Government’s technical factors for minimum acceptability. 3. The offeror’s past performance is satisfactory.	

<b>TOPIC:</b> Determine Whether to Award Without Discussions		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	Cover the Decision table on page 5-22 to summarize the choices for award without discussions	

IF...	THEN...	OTHERWISE...
1. There truly is a competitive range (at least 2 offerors remain in the competitive range... AND 2. There is a lowest cost proposal in the competitive range... AND 3. That lowest cost proposal truly meets all technical requirements, and presents an acceptable risk... AND 4. That offeror's past performance is satisfactory and the offeror is NOT otherwise barred...	You may choose to award without discussions	You should probably conduct discussions

T/R p. PE 5-14 	<b>Practical Exercise</b> Have the class turn to practical exercise for CLO 5/4 (Determine if award may be made without discussions to the lowest price, technically acceptable offeror). Divide the students into groups and have each group review and determine if the award may be made to the lowest price, technically acceptable offeror without discussions, and, if not, establish the competitive range. Reconvene the class and have each group give its determination and supporting rationale to the class. (Allow 20 minutes for exercise and 10 minutes for discussion.)	
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**CLO 5/4 - Determine if award may be made without discussions.**

The following practical exercise is to provide you with practice in deciding whether to award to the lowest price, technically acceptable offeror without further discussions with other offerors.

**Situation:** Given the information in CLO 5/1:

**Task:** Determine if award may be made to the lowest price, technically acceptable offeror without discussions.

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## SOLUTION SHEET

### CLO 5/4

Before you can determine that you can make an award to the lowest priced offeror without discussions, you must be confident that:

- The lowest priced proposal is ***responsive*** to the RFP.
- The ***RFP alerted offerors*** to the possibility of an award based on initial offers
- ***There exists full and open competition***, or accurate cost experience and that *no uncertainty* exists about pricing or technical aspects of any proposal.
- Awarding without discussions will result in the ***lowest overall cost*** to the Government.




The four offerors in the competitive range are:



- Able
- Brown
- Cormorant - the lowest cost, and
- Delta.

Award could be made without discussions. However, “best value” and discussions may offer a better proposal.




<b>TOPIC:</b> Chapter 6 – Learning Objectives <b>REF:</b> Text/Reference Page 6-2 <b>TIME</b> 12:40 pm—5 minutes <b>METHOD:</b> Lecture		
LESSON PLAN		
Ref. T/R p. 6-2	Steps In Presenting The Topic	Instructor Notes
	<p>Tell the students that Chapter 6 covers selection and award.</p> <p>The learning objectives for this chapter are:</p> <ol style="list-style-type: none"> <li>1. Identify the basic steps in conducting discussions.</li> <li>2. Prepare a written request for best and final offers.</li> <li>3. Determine the overall ranking/rating of each best and final offer.</li> <li>4. Determine the need to reopen discussions.</li> <li>5. Prepare the final source selection package for the SSA.</li> <li>6. Describe the elements in assembling a contract.</li> <li>7. Document the award and identify related records.</li> <li>8. Issue award notice(s).</li> <li>9. Prepare for debriefings.</li> <li>10. Conduct individual debriefings for offerors.</li> <li>11. Properly prepare written documentation of the debriefing.</li> </ol>	

<b>TOPIC:</b>	Conducting and Documenting Discussions		
<b>REF:</b>	Text / Reference 6.1		
<b>OBJECTIVE:</b>	Identify the basic steps in conducting discussions		
<b>TIME:</b>	12:45 pm—20 minutes		
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R p. 6-6 	<b>Steps In Presenting The Topic</b>  Start out this chapter by emphasizing and clearly focusing the students on the <b>key to successful discussions—CONTROL of the discussions.</b>  Point out to the students that in this lesson they will be learning how to prepare and conduct discussions that they control and guide to a successful conclusion.   Ask for a class volunteer to tell when does their control of the discussions begin.  <b>Answer:</b> When they first determine the discussion objectives.  <b>Steps in Conducting and Documenting Discussions</b>  1. The first step in conducting successful discussions is to clearly understand the discussion objectives   Ask for a class volunteer to tell how they should make sure that they clearly understand the objectives  <b>Answer:</b> Review technical report, evaluation summary, and the references listed on page 6–4 of the Text/Reference.	<b>Instructor Notes</b>	
T/R p. 6–7			

<b>TOPIC:</b> Conducting and Documenting Discussions		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 6-8	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>
	<p>2. The second step is to clearly understand all of the deficiencies in the offerors' proposals.</p> <p>Point out to the students that they will have to explain the deficiencies of each proposal to its offeror. However, <b>WARN</b> the students that they must <b>NOT</b> explain solutions to the deficiencies. They may be guilty of technical leveling.</p> <p>3. Third, anticipate offeror questions and prepare advance questions.</p> <p>4. Review the prenegotiation plan and make sure the team members understands their roles.</p> <p>5. Be thoroughly familiar with the agenda. This will help to maintain control over the discussions</p>	
	<p>Slide 30</p> <div data-bbox="446 1136 1122 1640" data-label="Diagram"> <p><b>SEQUENCE OF DISCUSSIONS</b>      <b>P. 6-9</b></p> <ul style="list-style-type: none"> <li>• <b>TECHNICAL AREAS</b> <ul style="list-style-type: none"> <li>- <b>DEFICIENCIES</b></li> <li>- <b>CLARIFICATIONS</b></li> <li>- <b>TERMS AND CONDITIONS</b></li> </ul> </li> <li>• <b>COST / PRICE AREA</b></li> </ul> </div> <p>6. Set the sequence of topics for discussion. Usually this will be technical areas first, then cost/price aspects. This is because changes in the technical areas may influence the cost.</p>	



TOPIC: Conducting and Documenting Discussions		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 6-10	7. Schedule discussions and brief team members.	
p. 6-11	8. Select adequate facility. Usually, a government facility where you control the access is preferable	
	9. Notify offerors of the place, time, etc. as soon as possible	
p. 6-12	10. Establish your control of the discussions with your opening statement. Refer the students to the checklist on page 6-12 to help plan their opening statement.	
	11. Conduct discussions in accordance with the prenegotiation objectives and the agenda. <b>Maintain control of discussion.</b>	
	12. To maintain control, listen carefully to offeror and identify the negotiation tactics and strategy being used. Counter with appropriate strategy and tactic for Government.	
p. 6-13	13. Be sure that the discussions are being accurately and completely documented by designated member of your team.	
T/R p. PE 6-1	14. You decide when to conclude the discussion.	
	<b>Practical Exercise</b> Have the class turn to the first practical exercise for Chapter 6 on page PE 6-1 (CLO 6/1—Correctly identify the basic steps in conducting discussions). Have each student prepare an answer. Call on a class volunteer to give a solution. Discuss with class if there is a disagreement with answer. (Allow 5 minutes for exercise and 5 minutes for discussion.)	

**CLO 6/1 - Correctly identify the basic steps in conducting discussions.**

The following practical exercise is to provide you with practice in identifying the steps for conducting discussions.

**Situation:** You are a contract specialist concerned with preparing for discussions with offerors for an acquisition of 5,000 sets of telephone paging equipment (“beepers”) in a “best value” acquisition. There were originally fourteen offerors, but seven were found to be “not acceptable” in the technical evaluation process. Two additional offerors were eliminated because of defective pricing.

**Task:** What is the correct sequence of the steps you should follow in conducting discussions with the offerors?




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## SOLUTION SHEET


### CLO 6/1

The correct sequence of the steps you should have selected is:

1. The first step in conducting successful discussions is to clearly understand the discussion objectives
2. The second step is to clearly understand all of the deficiencies in the offerors' proposals.
3. Third, anticipate offeror questions and prepare advance questions.
4. Review the prenegotiation plan and make sure the team members understands their roles.
5. Be thoroughly familiar with the agenda. This will help to maintain control over the discussions
6. Set the sequence of topics for discussion. Usually this will be technical areas first, then cost/price aspects. This is because changes in the technical areas may influence the cost.
7. Schedule discussions and brief team members.
8. Select adequate facility. Usually, a government facility where you control the access is preferable
9. Notify offerors of the place, time, etc. as soon as possible
10. Establish your control of the discussions with your opening statement. Refer the students to the checklist on page 6-12 to help plan their opening statement.
11. Conduct discussions in accordance with the prenegotiation objectives and the agenda.  
**Maintain control of discussion.**
12. To maintain control, listen carefully to offeror and identify the negotiation tactics and strategy being used. Counter with appropriate strategy and tactic for Government.
13. Be sure that the discussions are being accurately and completely documented by designated member of your team.
14. You decide when to conclude the discussion.

<b>TOPIC:</b>	Requesting Best and Final Offers	
<b>REF:</b>	Text / Reference 6.2	
<b>OBJECTIVE:</b>	Prepare a written request Best and Final Offers (BAFOs)	
<b>TIME:</b>	1:05 pm—25 minutes	
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise	
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 6-14    	<b>Steps In Presenting The Topic</b>  Point out to the students that after the discussions, they may decide to eliminate an offeror from further consideration.  Ask for a class volunteer to tell when it is appropriate to request BAFOs  <b>Answer:</b> You may request BAFOs at conclusion of all discussions with all offerors in the competitive range.  Ask for a class volunteer to identify the appropriate form of a request for BAFO.  <b>Answer:</b> A request for BAFO must be in writing.	<b>Instructor Notes</b>

<b>TOPIC:</b> Requesting Best and Final Offers		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. 6-15 	<b>Steps In Presenting The Topic</b>  Slide 31  <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <div style="text-align: right;">P. 6-15</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• ALLOWS OFFERORS TO MODIFY <b>ANY</b> ASPECT OF THEIR PROPOSALS</li> <li>• GOVERNMENT <b>MUST</b> REVIEW AND RE-EVALUATE BAFOs USING SAME FACTORS AS IN RFP</li> </ul> </div> </div> <p>Point out to the students that a request for BAFO allows offerors to modify any aspects of their proposals and then the Government <b>MUST</b> review and re-evaluate the BAFOs using the same factors applied in the RFP.</p> Slide 32   <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <div style="text-align: right;">P. 6-15</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>IN A WRITTEN REQUEST FOR BAFOs, YOU <b>MUST</b> INCLUDE THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>• NOTICE THAT DISCUSSIONS ARE CONCLUDED</li> <li>• NOTICE THAT BAFOs ARE REQUESTED</li> <li>• COMMON CUTOFF DATE AND TIME</li> <li>• NOTICE OF LATE PROPOSALS</li> </ul> </div> </div> <p>Use this slide to cover the content of a request for BAFO.</p>	<b>Instructor Notes</b>

<b>TOPIC:</b> Requesting Best and Final Offers		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. PE 6-3 	<b>Steps In Presenting The Topic</b>  <b>Practical Exercise</b> Have the class turn to the practical exercise for Chapter 6 on page PE 6–3 (CLO 6/2—Prepare a written request for best and final offers). Have each student prepare an answer. Call on a class volunteer to give a solution. Discuss with class if there is a disagreement with answer. (Allow 5 minutes for exercise and 10 minutes for discussion.)	<b>Instructor Notes</b>

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**CLO 6/2 - Prepare a written request for best and final offers.**

The following practical exercise is to help you prepare a written request for best and final offers. However, instead of actually writing the request, you will be asked here to evaluate a draft written request.

**Situation:** You are a contracting officer concerned with the procurement of fire safety training services for a federal agency. Discussions were held with four different offerors to determine they fully understood the Government's requirements and there were no issues remaining unresolved. All four offerors appear to be fully capable of performing the required training. The offerors were alerted by telephone call that a formal written request for BAFOs would follow. A contract specialist was instructed to prepare a letter request for best and final offers. He has never done this before, so you are determined to check his first draft letter for mistakes before it is sent to any of the offerors.

**Task:** Review the attached draft letter. Would you approve it? If not, why not? Be specific.

DRAFT  
Agency Letterhead  
3008 Washington Circle  
Suite 500  
Washington, D.C. 20405

September 19, 1999

Acquisition Directorate  
AD-211

CDD-Rink Corporation  
ATTN: Ms. Lois Brenner  
P.O. Box 619490  
DFW Airpost, TX 75206-9490

Dear Ms. Brenner:

Re: MDA903-99-R-0099, "Procurement of Fire Safety Training."

This letter is to confirm our telephone request of September 17 for a "best and final" offer from your firm. All discussions have been concluded. You are hereby offered the opportunity and are requested to submit applicable price/cost, technical or other revisions to your proposal. Any additional revision you wish to make to your proposal must be fully documented.

Your response must arrive at this office (Room 1234) not later than 4:00 PM.

Be advised that any best and final offer received after the specified time and date will be subject to the LATE SUBMISSIONS, MODIFICATIONS, AND WITHDRAWALS OF PROPOSALS PROVISION OF THE RFP.

Please indicate any restrictions to be placed on information contained in your proposal under the provisions of the "Freedom of Information Act." In addition, ensure that your proposal includes any appropriate restrictive legends.

Sincerely,

**Roberta La Flamme**

Roberta La Flamme  
Contracting Officer



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## SOLUTION SHEET

### CLO 6/2


Yes, you can approve the draft letter. It does meet the requirements and standards of a notification for best and final offers. These include:


- a notice that discussions are concluded.
- a record of negotiated issues and understandings between the Government and offeror (if applicable).
- no technical leveling, technical transference or price comparisons among offerors' proposals.
- a notice that best and final offers are being requested.
- a common cutoff date and time specified for receipt of best and final offers.
- a late proposal clause

The notification concerning restrictions under the Freedom of Information Act is not mandatory, but may be useful if you think sensitive proprietary information will be involved.

In addition, if there were any other special or unusual clauses in the RFP such as restrictive legends in accordance with the FAR, you might want to call the offerors' attention to them.

TOPIC: Requesting Best and Final Offers		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 6-17</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">?</div>	<p>Ask for a class volunteer to tell what should be done when a BAFO is apparently received late.</p> <p><b>Answer:</b> Be careful and make sure that it is really the fault of the offeror and not of the Government. If the offeror is at fault for the late BAFO, then reject the BAFO.</p>	

<b>TOPIC:</b>	Evaluating Best and Final Offers		
<b>REF:</b>	Text / Reference 6.3		
<b>OBJECTIVE:</b>	Determine the overall ranking/rating of each best and final offer Determine the need to reopen discussions		
<b>TIME:</b>	1:30 pm—60 minutes		
<b>METHOD:</b>	Lecture / Discussion and 2 Practical Exercises		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R p. 6-18 	<b>Steps In Presenting The Topic</b>  Slide 33  <div><div><div><b>EVALUATING BAFOs</b><span>P. 6-18</span></div><div><p>THE GOVERNMENT <b>MUST</b> FOLLOW THE SAME PROCEDURES IN EVALUATING THE BAFOs AS WERE FOLLOWED IN THE TECHNICAL EVALUATION OF THE ORIGINAL PROPOSALS.</p><p>THIS WILL REQUIRE THAT THE EVALUATORS CAREFULLY READ EACH BAFO AND APPLY THE EVALUATION FACTORS STATED IN THE RFP.</p></div></div></div> <p>Use this slide to emphasize what the Government <b>MUST</b> do when evaluating BAFOs:</p> <ul style="list-style-type: none"><li>• You must follow same evaluation procedures as were followed in technical evaluation of the original proposals</li><li>• The evaluators must read the BAFOs and apply the same evaluation factors as stated in the RFP</li><li>• Also, you must check for apparent mistakes that may be in the BAFOs</li></ul>	<b>Instructor Notes</b>	

<b>TOPIC:</b> Evaluating Best and Final Offers		
<b>LESSON PLAN</b>		
<b>Ref.</b> T/R p. PE 6-6 	<b>Steps In Presenting The Topic</b>  <b>Practical Exercise</b> Have the class turn to the practical exercise for Chapter 6 on page PE 6–6 (CLO 6/3—Determine the overall ranking of each best and final offer). Have each student prepare an answer. Call on a class volunteer to give a solution. Discuss with class if there is a disagreement with answer. (Allow 10 minutes for exercise and 10 minutes for discussion.)	<b>Instructor Notes</b>

**CLO 6/3 - Determine the overall ranking/rating of each best and final offer.**

The following practical exercise is to provide practice in the determination of the overall ranking of each best and final offer in a sample procurement.

**Situation:** You are a member of a source selection evaluation board. You are evaluating four BAFOs on a “best value” procurement of fire safety training and certification services for facilities engineering personnel who must routinely handle flammable substances. The following table summarizes information extracted from the Source Selection Plan and the scores applied to the four best and final offers. Review the following table and, based only on the following information determine the overall ranking of each of the best and final offers.

**Task:** Which offeror would you recommend to the SSA for award? Why?

Offeror	Technical Approach	Business	Cost
Acme Training, Inc.	79 of 80 points	16 of 20 points	\$2,025,999
Ajax Fire Control	78 of 80 points	15 of 20 points	\$2,022,600
Fire Prevention, Inc.	75 of 80 points	12 of 20 points	\$2,195,000
Industrial Safety Institute	60 of 80 points	12 of 20 points	\$2,525,000

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## SOLUTION SHEET

### CLO 6/3





You should recall that the overall ranking of each best and final offer must be based ONLY on the technical and price-related evaluation factors stated in the RFP. Assuming that this was done, there are three things to consider. These are overall technical ranking, management and cost (as shown in the table).

Note that the Industrial Safety Institute had the lowest overall technical and management point scores, as well as the highest price. You would rank this offeror last (fourth).

Fire Prevention, Inc. has higher scores in both the technical and management areas, and should be ranked third, higher than the Industrial Safety Institute.

Note that the two remaining offerors (Acme and Ajax), are very close together on technical, management and price factors. If you had decided to award solely on the basis of technical and management factors, you should conclude that Acme had the best overall ranking, and that Ajax should be second. However, note that Ajax's evaluation scores on the technical and management factors are slightly lower but not significantly different from Acme's, but Ajax's price is slightly lower.

You could rank Acme as first and Ajax as second, or vice versa. Either offeror could be accepted.

TOPIC: Evaluating Best and Final Offers		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R p. 6-18 	<p>Ask for a class volunteer to tell what should be done if none of the offers measure up to the requirements.</p> <p><b>Answer:</b> Recommend rejecting all of the offers.</p>	
	<p>Ask for class volunteers to tell under what conditions recommending rejection of all offers can be done.</p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• All the technically-qualified offers are unreasonable in price.</li> <li>• The proposals were NOT independently arrived at in open competition.</li> <li>• For any other reason that cancellation is clearly in the Government's interest.</li> </ul>	
	<p>Ask class if discussions can be re-opened.</p> <p><b>Answer:</b> Yes, if BAFO yields a new technical approach which needs discussion for clarification</p>	
T/R p. PE 6-8 	<p><b>Practical Exercise</b></p> <p>Have the class turn to the practical exercise for Chapter 6 on page PE 6–8 (CLO 6/4—Determine the need to reopen discussions). Have each student prepare an answer. Call on a class volunteer to give a solution. Discuss with class if there is a disagreement with answer. (Allow 10 minutes for exercise and 10 minutes for discussion.)</p>	

**CLO 6/4 - Determine the need to reopen discussions.**

The following practical exercise is to provide practice in the need to reopen discussions.

**Situation:** You are an advisor to a source selection evaluation board rating offers for purchase of out-of-agency training services to train Government claims investigators in the application of investigative practices through computer-based training (CBT). This is a “best value” acquisition and is urgently required to train new claims investigators. The SSA says he is very concerned that, despite the relatively low expected cost of this procurement, the Government must select a competent offeror. He insisted that offerors indicate familiarity with the agency’s regulations.

The SOW therefore specifies that the offeror must be familiar with your agency’s regulations and requirements and submit, as part of the offer, a case study solution to a hypothetical, but typical, agency claim investigation case. The sample case study is designed to test offeror familiarity with agency requirements and regulations. This sample case study is so important that it will count for 90 of 100 points on the non-cost factors.

Twenty offerors initially submitted offers. Most were quickly eliminated on the basis of very low technical scores on the solution to the sample claim investigation case. The 20 initial offerors were then further reduced to four following discussions.

The four remaining offerors were then requested to submit best and final offers which were rated on the original evaluation factors in the RFP. The following table summarizes the critical information resulting from the BAFO evaluation of the final four offerors.

**Task:** Based only on the following information, would you recommend award? Would you recommend reopening discussions? If not, what are your actions?

Offeror	Sample Case Study	Management	Cost
Ace Investigators.	30 of 90 points	10 of 10 points	\$4,025,000
Alert Security, Inc	30 of 90 points	10 of 10 points	\$4,029,600
Commercial Investigators, Inc.	28 of 90 points	10 of 10 points	\$4,195,000
Delta Security Institute	14 of 90 points	10 of 10 points	\$2,925,000






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## SOLUTION SHEET



### CLO 6/4

Based only on the information shown, you might be exposing the Government to a considerable risk if the award was made to any of these best and final offerors, especially the offeror with the lowest price. Note the very low scores in the technical area for all offerors. This might reasonably lead you to conclude either that none of the offerors really meet all of the Government's requirements or do not understand the requirements. Therefore, based only on this available information, you could reasonably conclude that it would be in the best interests of the Government to reopen discussions before you request another submission of best and final offers. In an extreme case, you might also conclude that, based on the best available information, none of the offerors could meet or understood the Government's requirements. The requirement is NOT clear enough. You could possibly amend or cancel. If you amend, you must use the original source list.

<b>TOPIC:</b>	Preparing Awards		
<b>REF:</b>	Text / Reference 6.4		
<b>OBJECTIVE:</b>	Prepare the final source selection package for the SSA		
<b>TIME:</b>	2:45 pm—30 minutes		
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R p. 6-20 to 6-23  T/R p. 6-20 	<b>Steps In Presenting The Topic</b>  Tell the class that they have now come to the point where they are ready to report to the SSA.  Slide 34 <div><div><div>REPORT OF FINDINGS</div><div>P. 6-20</div></div><div><div>THE REPORT EXPLAINS THE SSEB'S BASIS FOR EACH OFFEROR'S RATING / RANKING.</div></div></div>	<b>Instructor Notes</b>	
	<p>The chairperson of the SSEB <b>MUST</b> prepare a Report of Findings to accompany the decision briefing. This report explains the SSEB’s basis for each offeror’s rating/ ranking.</p> <p>Point out to the class that the contents of the report is outlined on page 6–20 in the Text/Reference. The SSEB also presents a formal decision briefing to the SSA. The sequence of topics for this briefing is shown on page 6-21 of the Text/Reference.</p>		

TOPIC: Preparing Awards		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 6-21</p> 	<p>Slide 35</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>SOURCE SELECTION STATEMENT P. 6-21</b></p> <hr style="border: 1px solid orange;"/> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>THE SOURCE SELECTION STATEMENT SHOULD CONTAIN AT LEAST:</p> <ul style="list-style-type: none"> <li>• BRIEF DESCRIPTION OF PROCUREMENT</li> <li>• NAMES OF ORGANIZATIONS SUBMITTING PROPOSALS</li> <li>• SELECTION DECISION AND RATIONALE</li> </ul> </div> </div> <p>After reviewing all of the pertinent information the SSA selects an offeror and signs a <b>Source Selection Statement</b>. This slide shows the minimum information that should be included in this statement.</p>	

TOPIC: Preparing Awards		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
<p>T/R p. 6-22</p> 	<p>Slide 36</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; background-color: #fce4ec;"> <p style="text-align: center;"><b>PRICE NEGOTIATION MEMORANDUM CONTENT</b></p> <hr style="border: 0.5px solid orange;"/> <p style="text-align: right;"><b>P. 6-22</b></p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p><b>THE PRICE NEGOTIATION MEMORANDUM SHOULD INCLUDE AT LEAST:</b></p> <ul style="list-style-type: none"> <li>• PURPOSE OF THE NEGOTIATION</li> <li>• DESCRIPTION OF ACQUISITION</li> <li>• NAME, POSITION AND ORGANIZATION OF EACH PERSON REPRESENTING CONTRACTOR AND GOVERNMENT</li> </ul> </div> <p style="text-align: center;"><b>LIST CONTINUED ON NEXT SLIDE</b></p> </div> <p>Point out to the class that they must prepare a Price Negotiation Memorandum that records the issues and their decisions made in this acquisition. Use this and the next two slides to cover the contents of this memorandum.</p> <p>T/R p. 6-23</p>  	
	<p>Slide 36</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; background-color: #fce4ec;"> <p style="text-align: center;"><b>PRICE NEGOTIATION MEMORANDUM CONTENT</b></p> <hr style="border: 0.5px solid orange;"/> <p style="text-align: right;"><b>P. 6-23</b></p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• RELIANCE OF CONTRACTING OFFICER ON CERTIFIED COST / PRICE DATA</li> <li>• FOR NEGOTIATIONS OVER \$100,000, ANY EXEMPTION OR WAIVER REQUIRING COST / PRICING DATA AND BASIS FOR CLAIM</li> <li>• FOR NEGOTIATIONS UNDER \$100,000, RATIONALE FOR REQUIRING COST / PRICING DATA, IF REQUIRED</li> </ul> </div> <p style="text-align: center;"><b>LIST CONTINUED ON NEXT SLIDE</b></p> </div>	

TOPIC: Preparing Awards		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
T/R 6-23 	Slide 38 <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%; background-color: #fce4ec;"> <p style="text-align: center; margin: 0;"><b>PRICE NEGOTIATION MEMORANDUM CONTENT</b></p> <p style="text-align: right; margin: 0;"><b>P. 6-23</b></p> <ul style="list-style-type: none"> <li>SUMMARY OF CONTRACTOR'S PROPOSAL, RECOMMENDATIONS FROM FIELD PRICING REPORT, REASONS FOR ANY VARIANCES FROM RECOMMENDATIONS, AND MAJOR COST ELEMENTS FOR COST ANALYSIS</li> <li>SIGNIFICANT FACTS ON PRENEGOTIATION PRICE OBJECTIVE AND NEGOTIATED PRICE</li> <li>BASIS FOR OBJECTIVE AND NEGOTIATED PROFIT / FEE</li> </ul> </div>	
T/R p. PE 6-10 	<p><b>Practical Exercise</b></p> <p>Have the class turn to the practical exercise for Chapter 6 on page PE 6–10 (CLO 6/5—Prepare the final source selection package for the SSA). Have each student prepare an answer. Call on a class volunteer to give a solution. Discuss with class if there is a disagreement with answer. (Allow 10 minutes for exercise and 10 minutes for discussion.)</p>	

**CLO 6/5 Prepare the final source selection package for the SSA.**

The following practical exercise is to provide practice in preparing the source selection package for the SSA.

**Situation:** (Note - this is a continuation of the preceding situation and the information from that practical exercise still applies here.) After further discussions with the final four BAFO offerors, You concluded that, based on the best available information, there was still doubt that any of the offerors fully understood the technical requirements (sample case study and agency regulations). You decided that it was in the best interest of the Government NOT to recommend award immediately, but to issue an amendment to the solicitation and conduct another technical evaluation.

Based on your new round of discussions, you concluded that, indeed, the offerors had NOT really understood the agency's regulations as applied to the sample case study. You then requested in writing another round of best and final offers. All four offerors again submitted best and final offers. The source selection evaluation board again evaluated the offers, based on the evaluation factors stated in the RFP. The information in the following table is extracted from the BAFOs and the final report from the source selection evaluation board.

**Task:** Based only on this information, what would you recommend to the SSA as the final source selection decision?

Offeror	Sample Case Study	Management	Cost
Ace Investigators	80 of 90 points	10 of 10 points	\$3,850,000
Alert Security, Inc	80 of 90 points	10 of 10 points	\$3,750,000
Commercial Investigators, Inc.	50 of 90 points	10 of 10 points	\$4,000,000
Delta Security Institute	39 of 90 points	10 of 10 points	\$2,600,000

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## SOLUTION SHEET

### CLO 6/5

In this case, you should note that all four of the remaining offerors seem to have improved their technical scores on the most recent evaluation, while lowering their prices. However, based on the latest evaluation of the best and final offers, the two highest ranking offerors are still tied on the technical and business factors, but Alert Security, Inc offered a lower cost. Note that the lowest priced offeror (Delta Security Institute) was also ranked lowest on technical evaluation. In fact, their technical score remained very low compared to the other offerors, casting reasonable doubt on their ability to perform the work required. Since this is a “best value” acquisition, you should have recommended the offer from Alert Security, Inc. as the one most advantageous to the Government.



Remember, if the source selection evaluation board had informed you that none of the offers met the Government’s minimum requirement, you could have recommended rejection of all the offers. ***You could also recommend rejection of all the offers if:***

- All the technically-qualified offers were unreasonable in price.
- The proposals were not independently arrived at in open competition.
- A cost comparison ( such as an A-76 analysis showed that performance of the work by Government personnel was more economical.
- For any other reason, cancellation was clearly in the Government’s interest.

Remember also that your recommendation to the SSA must be clearly documented in a ***Report of Findings*** and presented to the SSA in a formal decision briefing.

<b>TOPIC:</b> Previous Day Review		
<b>REF:</b> T/R chapters 5 and 6		
<b>TIME:</b> 8:00 am—1 hour		
<b>METHOD:</b> Questions and discussion		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Suggested review questions:</p> <p>When do we award without discussions?  <i>When the lowest cost proposal is technically correct.</i></p> <p>What is the purpose of establishing the competitive range?  <i>It enhances the competitive posture and increases the possible award pool.</i></p> <p>Why hold discussions?  <i>The purpose of holding discussions is to correct deficiencies</i></p> <p>What are 3 prohibited actions during discussions?  <i>Auctioneering, technical transfusion, and technical leveling</i></p> <p>What actions do you take during a BAFO?  <i>Close discussions, establish a common cut-off date, allow revisions, and advise of late proposal procedures.</i></p> <p>How do you evaluate revisions in a BAFO?  <i>The same way as in the original evaluation.</i></p> <p>What is the purpose of PNM?  <i>It serves as a summary statement.</i></p> <p>Prior to signing the contract, what do you do?  <i>Obtain legal review and Congressional approval, validate clearances.</i></p>	



<b>TOPIC:</b>	Documenting the Award		
<b>REF:</b>	Text/Reference 6.5		
<b>OBJECTIVE:</b>	Describe the elements in assembling a contract Document the award and identify related records Issue award notice(s)		
<b>TIME:</b>	9:00 pm—30 minutes		
<b>METHOD:</b>	Lecture / Discussion and Practical Exercise		
<b>LESSON PLAN</b>			
<b>Ref.</b> T/R 6-24 	<b>Steps In Presenting The Topic</b>  Point out to the class that after the SSA has made the final award decision, which may be someone OTHER than the recommended offeror, it is time to prepare the contract.  The contract MUST include all of the terms and conditions agreed upon during negotiations with the offeror.  There is however a <b>Uniform Contract Format</b> that the student will usually follow.  NOTE that Sections L & M are NOT included in the contract.	<b>Instructor Notes</b>	
T/R p. 6-25 			

**TOPIC:** Document the award and identify related records

T/R  
p. 6-26



Slide 39

**DOCUMENTING THE AWARD**

**P. 6-26**

**THE MINIMUM INFORMATION FOR  
DOCUMENTING THE AWARD INCLUDES:**

- DESCRIPTION OF ACQUISITION
- NAMES OF OFFERORS
- SUMMARY OF STRENGTHS / WEAKNESSES  
OF EACH PROPOSAL AND OFFEROR
- REASONS FOR SELECTING CONTRACTOR

Point out to the class that thorough documentation concerning why the offer was selected. Use this slide to cover the minimum information that must be included in the documentation.

This information may be important, especially during the debriefing of unsuccessful offerors which we will cover next.

T/R  
p. PE 6-12



**Practical Exercise**

Divide the class into groups and have each group do the practical exercise on page PE 6–12 (CLO 6/6, 6/7, & 6/8 —Describe the procedures in assembling a contract with the offeror in line for award). Have a group volunteer to give its solution and discuss it with the class, especially if there is any disagreement. (Allow 10 minutes for exercise and 15 minutes for discussion.)

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**CLO 6/6, 6/7 and 6/8 - Describe the elements in assembling a contract.  
Document the award and identify related records.  
Issue award notice(s)**

The following practical exercise is to review the steps you should follow in order to assemble a contract with the offeror who is in line for the award.

**Situation:** The SSA accepted your recommendation to award a contract to Alert Security, Inc. He prepared and signed a *Source Selection Statement* to document the formal selection. You must now begin to assemble the contract.

**Task:** Describe the procedures you must follow and the documents you should use.

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## SOLUTION SHEET

CLO 6/6, 6/7, 6/8

While you assemble the contract, keep in mind that you must accurately convey all the information that was negotiated between the winning offeror and the Government, and you must establish an effective due date. If you have any additional discussions or negotiations with the winning offeror, you must carefully document these discussions. Your guide for any such negotiations will be the ***Price Negotiation Memorandum***. You must prepare this document to comply with FAR 15.808.

Once you have prepared the PNM, you are ready to prepare the contract. Remember, the documentation you prepare must include:




- A description of the acquisition.
- The names of the offeror(s).
- A summary of the strengths and weaknesses of each proposal and offeror. (Much of this will already have been furnished by the source selection board.)
- The reasons why the selected offeror provides the greatest probability of satisfying the Government's requirements. (This will be helpful later if there is any protest against the award.)




In preparing the contract itself, it will help if you do the following:

- Obtain copies of model solicitation documents available from your agency. These will provide useful guidance in the preferred style and content used in your agency. Your agency may also have checklists or other job aids you are required to follow.
- Obtain a copy of the ***Uniform Contract Format***. This will provide you with a standard format that includes all the items and format required in most procurements. These include elements of the RFP, amendments results of negotiated terms and conditions, and any special representations.
- Do not physically include Part IV of the RFP when you use the Uniform Contract format, but do retain Section K in the contract file and "incorporate by reference" in the signed contract.
- Be ready to answer any questions which might arise and follow your agency's procedures to clear the contract through the contracting office, the legal office and the requiring activity.
- The contract includes sections A – K

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- Make the preaward notifications. If this is a small business set-aside, allow sufficient time for the Small Business Administration to allow announcement of the award by the appropriate agency or Congressional official. If not a small business set-aside, allow the contracting office sufficient time to allow challenges. Allow time to notify the unsuccessful offerors.

When you file your contract documents, remember that the contract file must meet the requirements of FAR 4.803, 19.506 and 20.205.

<b>TOPIC:</b>	Conducting Debriefings		
<b>REF:</b>	Text / Reference 6.6		
<b>OBJECTIVE:</b>	Prepare for debriefings Conduct individual debriefings for offerors Properly prepare written documentation of the debriefing		
<b>TIME:</b>	9:30 pm—90 minutes		
<b>METHOD:</b>	Lecture / Discussion and 3 Practical Exercises		
<b>LESSON PLAN</b>			
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>	
<div></div> <div>T/R p. 6-27</div> <div></div>	<p>Ask for a class volunteer to tell why one debriefs contractors?</p> <p><b>Answer:</b> So they can improve their offers for the next procurement.</p> <p>Slide 40</p> <div><div><div><div>PREPARING THE DEBRIEFING</div><div>P. 6-27</div></div><div><div>IN PREPARING FOR A DEBRIEFING, YOU <b>MUST</b> MAKE 3 BASIC DETERMINATIONS</div><div><div>• WHAT <b>CAN</b> BE DISCUSSED</div><div>• WHAT <b>CANNOT</b> BE DISCUSSED</div><div>• WHO WILL DO THE TALKING</div></div></div></div></div>		
<div></div>	<p>Ask for a class volunteer to tell what can be discussed.</p> <p><b>Answer:</b> Any item related to the acquisition, as long as it is authorized for disclosure by the Freedom of Information Act (FOIA).</p>		

TOPIC: Conducting Debriefings		
LESSON PLAN		
Ref.	Steps In Presenting The Topic	Instructor Notes
	<p>Ask for a class volunteer to tell what CANNOT be discussed</p> <p><b>Answer:</b> Any item that is NOT authorized for disclosure by the FOIA, or which is proprietary or confidential.</p>	
	<p>Ask for a class volunteer to tell who will do the talking.</p> <p><b>Answer:</b> Only have those speak who it is absolutely necessary to have speak. Usually, the fewer speakers the better.</p>	
<p>T/R p. PE 6–15</p> 	<p><b>Practical Exercise</b></p> <p>Divide the class into groups and have each prepare the answers for the practical exercise on page PE 6–15 (CLO 6/9—Prepare for debriefings). Reassemble the class and ask for a group to volunteer to give its answers. Discuss the answers with the class, especially if there is any disagreement. (Allow 10 minutes for exercise and 5 minutes for discussion.)</p>	

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**CLO 6/9- Prepare for debriefings.**

The purpose of this practical exercise is to help you review the procedures you should follow to prepare for a debriefing for offerors.

**Situation:** After you prepared the contract for award, you were surprised to learn that the unsuccessful offerors were requesting (in writing) a debriefing. You had never before conducted a debriefing, so you met with the members of the source selection evaluation board to organize your preparation. The board members had hoped this acquisition was over and done with and they were not in a good mood after learning that they might still have to face some hostile questioning from offerors. Since this entire acquisition had already been more complex than you expected, you were not sure what questions might arise at the debriefing. You checked your files and obtained copies of:

- the best and final offers,
- the final report from the source selection evaluation board,
- the SSA's comments and decision, including the Source Selection Statement awarding the project to Alert Security, Inc.,
- the award documentation,
- extracts from the Freedom of Information Act (FOIA), and
- a listing of proprietary and confidential information in the proposals.

**Task:** Given only this information:

1. Does the attached summary from the source selection report contain sufficient detail to explain the selection, or is more narrative required?
2. Should you require that technical personnel attend the debriefings?
3. If technical personnel will attend, what roles should they play and what limits should be placed on their participation?
4. What are the most likely issues to be discussed?
5. What information about this acquisition MAY NOT be disclosed during the debriefings?



EXTRACT FROM THE FINAL REPORT OF FINDINGS OF THE SOURCE SELECTION EVALUATION  
BOARD CONCERNING THE BEST AND FINAL EVALUATION

September 1, 199X

1. The following information is presented as a Report of Findings and is based on the final evaluation of the “best and final offers” submitted in response to Solicitation No. DTFH91-94-R-0012345. A total of four offerors were invited to submit best and final offers. These included Ace Investigators, Alert Security, Inc., Commercial Investigators, Inc., and Delta Security Institute. All four submitted best and final offers which were evaluated by the source selection evaluation board.

2. Responsiveness of Offerors. Based on our evaluation of the BAFOs, it was apparent that all four of the offerors significantly improved their technical proposals (the sample case study required in the solicitation). However, two of the offerors, Ace Investigators and Alert Security, Inc., still scored much higher than either of the two remaining offerors on the sample case study, and are therefore considered to be more responsive to the overall technical requirements of the solicitation. Both of these offers tied in the overall technical evaluation and in the evaluation of the management proposal. It is emphasized that the source selection evaluation board applied the same technical evaluation factors as were applied during the evaluation of the original proposals from these offerors. Based only on the technical evaluation, it was concluded that either Ace Investigators or Alert Security, Inc. appear fully responsive and equally capable of performing the work required by the Government for this solicitation.

3. Cost Offers. The offerors’ cost proposals were not known to the technical evaluators at the time of the BAFO evaluation. However, all cost offers were found separately to be realistic and within the range considered by the Independent Government Estimate (IGE). The IGE established a cost of \$3,500,000 as the minimum realistic price and \$4,000,000 as the maximum realistic price, based on market research factors and costs of similar procurements within the past 24 months.

4. Summary of Rankings. The following table summarizes the technical rankings and adds the cost offers from each of the respective offerors.

Offeror	Sample Case Study	Management	Cost
Ace Investigators	80 of 90 points	10 of 10 points	\$3,850,000
Alert Security, Inc	80 of 90 points	10 of 10 points	\$3,750,000
Commercial Investigators, Inc.	50 of 90 points	10 of 10 points	\$4,000,000
Delta Security Institute	39 of 90 points	10 of 10 points	\$2,600,000

(extract continued on next page)

EXTRACT FROM THE FINAL REPORT OF FINDINGS OF THE SOURCE SELECTION EVALUATION  
BOARD CONCERNING THE BEST AND FINAL EVALUATION (continued)

5. Findings. Based on the technical evaluation summarized above and the cost offers, we concluded that the offer submitted by Alert Security, Inc. was the most advantageous to the Government, since it was lower in cost than the offer submitted by Ace Investigators, Inc., while meeting the technical requirements and management requirements.

(signed)

Bill Brennan

Chairperson, Source Selection Board

## JOB AID

MATERIAL NOT TO BE DISCLOSED  
UNDER THE  
FREEDOM OF INFORMATION ACT (FOIA)

Under the provisions of the Freedom Of Information Act (FOIA), information may be requested and disclosed under the following conditions:


- 1 A specific request for release of information under the FOIA must be made in writing and describe the requested information with reasonable accuracy.
2. Technical or scientific data, or cost data developed by a contractor, subcontractor or offeror, exclusively at private expense, and such data developed in part with federal funds and in part at private expense, ***where the contractor, subcontractor or offeror has retained legitimate proprietary interest in such data*** in accordance with 10 U.S.C. 2320-2321, ***may NOT be released***, except under special exemptions which must be determined by legal authorities. This includes any software or computer records electronically-stored data, as well as paper records of such information.
3. Unless otherwise exempted, internal advice, recommendations, and subjective evaluations that are reflected in records pertaining to the decision-making process of an agency, whether within or among agencies may NOT be released. This includes records of agency evaluations of other offerors, the release of which may provide a competitive advantage to an offeror in an on-going proposal action.
4. Records pertaining to the attorney-client privilege and the attorney work product privilege may NOT be released.
5. Information about an individual contained in a Privacy Act system of records may NOT be released.
6. Information which, if released, would violate other existing laws, may NOT be released without special exemptions . Examples of such laws include:
  - 5 USC 552a - Privacy Act.
  - 17 USC 101 - Copyright Act.
  - 18 USC 793 - Gathering, Transmitting or Losing Defense Information.
  - 18 USC 794 - Gathering or Delivering Defense Information to Foreign Governments.
  - 18 USC 1905 - Trade Secrets Act.
  - 28 USC 1498 - Patent and Copyright Cases.
7. ***If there are any questions concerning whether an item may released, ask legal counsel in your agency.***

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## SOLUTION SHEET

### CLO 6/9

1. Yes, the extract from the Report of Findings does provide the minimum information that you need to explain the selection. You could always ask for more information if one of the offerors had not met the cost realism requirements or had a cost offer or cost profile far out of line with the Independent Government Estimate.
2. In this case, you should probably require technical personnel to attend the debriefings. Remember that this was a “best value” procurement, and the technical evaluation of the case study counted very heavily toward the final selection. It is likely that some questions will arise during the debriefing which can only be answered in detail by technical experts.
3. The technical experts you invite to the debriefing must be advised that their role will be strictly limited to answering questions concerning their narrow areas of expertise, and then only after they are introduced to do so by the contracting officer.
4. The most likely issues to be discussed will concern:
  - The very high value assigned to the sample case study in the technical evaluation, and what differentiated the high scoring technical proposals from the low scoring offers.
  - Why the lowest cost proposal did not receive the award, and why it ranked so low.
  - Whether the management evaluation factor made any difference.
5. Remember that you may NOT discuss any information which is confidential or proprietary to one of the offerors, or is otherwise restricted or not allowed under the provisions of the Freedom of Information Act. You cannot disclose any details of the offerors’ technical approaches or compare these in any way to other proposals. You cannot disclose any special management structure proposed by an offeror, nor any information on an offeror’s price costs or labor structure.

TOPIC: Conducting Debriefings		
LESSON PLAN		
Ref. T/R p. PE 6-20 	Steps In Presenting The Topic	Instructor Notes
	<p><b>Practical Exercise</b></p> <p>Divide the class into groups and have each prepare the answers for the practical exercise on page PE 6–20 (CLO 6/10—Determine how to limit discussion). Reassemble the class and ask for a group to volunteer to give its answers. Discuss the answers with the class, especially if there is any disagreement. (Allow 10 minutes for exercise and 10 minutes for discussion.)</p>	

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**CLO 6/10 - This practical exercise is to help you determine how to limit discussion to those deficiencies and conditions specific to the proposals, stated in business terms.**

**Situation:** You spent considerable time preparing for the debriefing and decided to take along several of the technical experts who had evaluated the sample case study. All were highly experienced agency investigators, but they were not experienced in contracting. You advised them on what to say and not to say. At the debriefing, you made a brief opening statement, introduced each person present, and announced the authority of each Government person and his/her area of expertise. You also had a recorder present. You provided a brief explanation of the award and asked if there were any questions for individual debriefings of offerors.

**Task:** What answers should you provide to the following questions?

1. From Delta Security Institute: Why was this procurement not based on lowest cost alone?
2. From Delta Security Institute (a small business): Why was this not a small business set-aside?
3. From Delta Security Institute: Why was the technical proposal so heavily dependent on the ability to understand and provide a sample case study solution?
4. From Delta Security Institute: Why didn't we win?
5. From Commercial Investigators, Inc.: We were sure we had a very strong management proposal which was a sure "tie breaker." Why didn't we win?
6. From Ace Investigators: During discussions, we were told that we had relatively few technical difficulties which we tried very hard to clear up. We worked very hard on our proposal and even lowered our cost proposal significantly. How could anyone underbid us and why didn't we win?

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## SOLUTION SHEET

### CLO 6/10 - Individual Debriefings for Offerors

This practical exercise is to provide practice in formulating answers to the kinds of questions that might arise at individual debriefings for offerors.

Your answers to the questions should be approximately as follows:

1. The Government reserves the right to solicit proposals and make awards based on factors other than price alone. In this particular case, the Government considered that it was in its best interest to solicit and award on the basis of “best value” because of a great concern that the offeror demonstrate familiarity with the agency’s regulations and special investigative requirements.
2. The Government also reserves the right to determine when it is in its own best interest to solicit and award on the basis of a small business set-aside or whether to expand competition to a wider group of offerors. Since this was a best value acquisition, the Government properly determined to expand competition.
3. The Government considered that the demonstrated ability to understand and apply special knowledge of the Government’s requirements and regulations was critically important to selection of the offer most advantageous offer to the Government. This was done by requiring all offerors to submit a sample case study solution to demonstrate understanding of the Government’s requirements and regulations.
4. Referring specifically to the offer from Delta Security Institute, the technical offer was not evaluated as highly as the winning offer. The award was made to that offer (Alert Security, Inc.) which was the most advantageous to the Government on the basis of “best value” after considering all factors.
5. With regard to the management proposal from Commercial Investigators, Inc. comparing it to the evaluation criteria, the following lists the proposal’s deficiencies.
6. The best and final offer from Ace was indeed considered to be very strong, but not superior to the winning technical proposal. Also, the winning cost proposal from Alert Security., Inc. provided a more advantageous offer to the Government. The Government cannot divulge any specifics as to why the winning proposal has a lower overall cost structure.

TOPIC: Conducting Debriefings		
LESSON PLAN		
Ref. T/R p. PE 6-22 	Steps In Presenting The Topic	Instructor Notes
	<p><b>Practical Exercise</b></p> <p>Divide the class into groups and have each prepare the answers for the practical exercise on page PE 6–22 (CLO 6/11—Identify properly prepared documentation of debriefing for unsuccessful offeror(s)). Reassemble the class and ask for a group to volunteer to give its answers. Discuss the answers with the class, especially if there is any disagreement. (Allow 10 minutes for exercise and 5 minutes for discussion.)</p>	



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**CLO 6/11 - Identify properly prepared documentation of debriefing for unsuccessful offeror(s).**

The purpose of this practical exercise is to provide you practice in identifying properly prepared written documentation of individual debriefing for unsuccessful offeror(s).

**Situation:** You have concluded the individual debriefings for the unsuccessful offerors. In accordance with your instructions, the recorder prepared a draft written documentation of the debriefing.

**Task:** Review the following sample draft documentation and determine whether it is acceptable or, if not, what changes are necessary. Be specific.

SAMPLE DRAFT DOCUMENTATION OF A DEBRIEFING  
FOR AN UNSUCCESSFUL OFFEROR

October 23, 199X

Record of Debriefing for Delta Security Institute

A debriefing was held 9:00 AM in Building 43 On October 23, 199X for representatives of Delta Security Institute, a small business firm, as requested in writing by the company president, Mr. Harold Woozey, in a letter dated October 1, 199X, concerning Solicitation No. DTFH91-94-R-0012345, and the subsequent proposal and best and final offer submitted by Delta Security Institute.

The following persons were present:

Mr. Harold Woozey, President, Delta Security Institute	(479) 333-9999
Ms. Delta Woozey, Corporate Counsel	(479) 333-9990
Mr. Thomas Mann, Agency Contracting Officer	(393) 898-9087
Ms. Roberta Gagne, Recorder	(393) 898-7768

Minutes:

The debriefing began promptly at 9:00 AM. The undersigned made a brief opening statement and introduced all persons present and explained the functions and authority of each Government representative who was present. The particular strengths and deficiencies of the proposal and best and final offer submitted by Delta Security Institute were briefly discussed by the undersigned.

I informed Mr. Woozey that he could ask any questions and that I would answer them as permitted by the FARs. The following is a record of those questions and the answers provided.

1. From Mr. Woozey, Delta Security Institute: "I am sure that no one else could match our costs. Why was this procurement not based on lowest cost alone?"

Answer: The Government reserves the right to solicit proposals and make awards based on factors other than price alone. In this particular case, the Government considered that it was in its best interest to solicit and award on the basis of "best value" because of a great concern that the offeror demonstrate familiarity with the agency's regulations and special investigative requirements.

(sample documentation continued on next page)

2. From Mr. Woozey, Delta Security Institute (a small business): “Why was this not a small business set-aside?”

Answer: The Government also reserves the right to determine when it is in its own best interest to solicit and award on the basis of a small business set-aside or whether to expand competition to a wider group of offerors in order to increase the chances of obtaining the desired supplies or services. Since this was a best value acquisition, the Government was properly determined to expand competition.

3. From Mr. Woozey, Delta Security Institute: “Why was the technical proposal so heavily dependent on the ability to understand and provide a sample case study solution?”

Answer: The Government considered that the demonstrated ability to understand and apply special knowledge of the Government’s requirements and regulations was critically important to selection of the offer most advantageous offer to the Government. This was done by requiring all offerors to submit a sample case study solution to demonstrate understanding of the Government’s requirements and regulations.

4. From Mr. Woozey, Delta Security Institute: “Why didn’t we win?”

Answer: Referring specifically to the offer from Delta Security Institute, the technical offer was not evaluated as highly as the winning offer. The award was made to that offer (Alert Security, Inc.) which was the most advantageous to the Government on the basis of “best value” after considering all factors.

Since there were no further questions, I thanked all present for their time. The debriefing ended at 9:20 AM.

**Thomas Mann**

Thomas Mann  
Agency Contracting Officer

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## SOLUTION SHEET

CLO 6/11 - Identify a properly prepared individual debriefing for an offeror

You could approve this draft version of the sample debriefing. It does include the key parts of any such report, the WHO, WHAT, WHEN, WHERE, HOW and WHY. However, before you give final approval, you should double check to determine whether any additional Government personnel were present at the debriefing. For example, were any members of the source selection board, such as technical experts, required to be present by the contracting officer? If so, they should also be identified as present, especially if they made any comments in response to any questions asked by the unsuccessful offeror. Also the exact format for this type of report may vary according to your agency guidelines. Follow your agency's policy in documenting these debriefings.

<b>TOPIC:</b> Final Exam <b>REF:</b> <b>OBJECTIVE:</b> <b>TIME:</b> 12:15 pm <b>METHOD:</b>		
<b>LESSON PLAN</b>		
<b>Ref.</b>	<b>Steps In Presenting The Topic</b>	<b>Instructor Notes</b>